

CHILD-WELFARE MAGAZINE

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The President's Desk

September 13, 1913, will ever be a memorable day for parents and for children of the United States, for on that day parents for the first time received federal recognition as educators entitled to suggestions and help in their important duties as guides of children. The creation of the Home Education Division, U. S. Bureau of Education, was for the purpose of giving such help to parents, and to promote opportunities for self education in the home.

For the first time in its history the Bureau of Education took cognizance of children's education from birth to maturity for twenty-four hours of the day instead of five hours a day, for twelve months of the year instead of ten months.

Briefly for the first time, the education of the child in home as well as school was included in the Bureau of Education. For the first time the necessity for educational guidance in child nurture by parents as well as teachers received federal sanction.

If the National Congress of Mothers and Parent-Teacher Associations had never done more than to secure this, it could feel its existence well worth while.

Yet not one thousandth part of what should be done has been begun. The Home Education Division is in its infancy as far as service is concerned. It is the greatest and strongest arm of service in the work so long conducted by the National Congress of Mothers and Parent-Teacher Associations. The coöperative plan gives important responsibilities to the Congress, and the fact that the Congress is deemed worthy to carry forward this coöperative work should inspire every local branch to greater interest and coöperation.

The foundation of parental work necessarily begins with the care of the baby, because the first work for child welfare is surely to give the babies a chance to live.

Through the U. S. Public Health Service its bulletin on The Care of the Baby has been placed at the service of the Bureau of Education, and during the first year of the Home Education Division twenty thousand mothers received this bulletin. Many of these mothers were in rural and isolated homes, where otherwise no advice or help was available. Not a day has passed that these bulletins have not been sent to mothers.

The coöperation of school superintendents and principals has made it possible to secure coöperation of over 150,000 selected women ready and glad to carry out in their localities the educational work advised by the Home Education Division. Through the coöperation of school superintendents many thousand parents have been organized in parent-teacher associations

for study of child nurture and home making. Today the simultaneous education of parents as well as children is in a number of states recognized by superintendents as necessary to bring a school up to the required standard.

The promotion of home study has been fostered by the preparation of ten reading courses; seven having already been through several editions. The Parents' Reading Course, the Reading Course for Boys, and the Reading Course for Girls have been in great demand, and are serving a valuable purpose in forming habits of home reading and study among boys and girls leaving school.

The other courses are of general culture and are made up of the great books with which every one should be familiar.

The readers are required to write a review of the books as they read them, and when a course is finished a certificate is sent the reader by the Bureau of Education.

State libraries have been requested to supply books to those who have no other way of securing them, and many are complying with the request. Every parent-teacher association is urged to coöperate with the Home Education Division in bringing these reading courses to the attention of parents and children, and in encouraging their use. Four joint conferences of the Home Education Division and National Congress of Mothers and Parent-Teacher Associations have been held—at the annual convention of National Education Association, in Cincinnati, Ohio, San Francisco, Cal., Detroit, Mich., and New York.

The demand for these courses in one month reached 25,000 and averages 10,000 per month during the year.

Librarians are enthusiastic over the demand created, especially for the classics.

Two joint tours of the U. S. Bureau of Education and National Congress of Mothers and Parent-Teacher Associations have been arranged, the services of officers of the congress being given on these tours of education, and the meetings being previously arranged by the Bureau of Education. The first tour in 1915 included twenty-two meetings between Washington and San Francisco.

The second tour in 1916 included 42 meetings between Washington, D. C., and Miami, Florida.

A Bulletin on Agencies working for Home Education outside the Schools, and A Thousand Good Books for Children, graded according to age have been published. Three screens showed the work of the Home Education Division in the Educational Exhibit of the U. S. Bureau of Education. These screens are reproduced on the back cover of *CHILD-WELFARE MAGAZINE*.

The understanding of children, and the methods of care and guidance which promote physical, mental and spiritual growth are at the basis of higher race development. The work of the Home Education Division is a step forward in giving every parent the opportunity to learn the methods by which every child will have a better chance and a better future.

At least 240,000 homes have been reached since the establishment of the Home Education Division, and this has been done with a very limited force of workers.

It has been clearly demonstrated that the Home Education Division is supplying a long-felt need, that it is appreciated deeply by parents and educators, that its possibilities for rendering service of inestimable value are limited only by the financial support available.

Everyone interested in any phase of child welfare cannot fail to realize that the home is the greatest factor in child welfare, and that to help every home to efficiently guide and rear the children is to lay the foundation for saving countless baby lives, and developing boys and girls into able, intelligent, high-minded citizens.

It is the kind of preparedness which should appeal to everyone, because it is the preparedness needed for every profession of life.

MRS. FREDERIC SCHOFF, *Director*,
MISS ELLEN C. LOMBARD, *Secretary*.

**Eleventh Volume
Child-Welfare
Magazine**

CHILD-WELFARE MAGAZINE with this issue begins the eleventh year of its existence. It has gained steadily in influence and in circulation, and is a necessity in the work of the Congress. All these years the editorial service and the business management have been given without cost to the Congress, and many valuable articles have been contributed by men and women of world-wide fame, in promotion of education for child welfare. The editors have received congratulations from those in magazine work, that for so many years the CHILD-WELFARE MAGAZINE has not missed a number; and has been maintained when so many have failed. It is one of the strong arms of the Congress in its extension work, but if the members would do their share to help, it would relieve those who carry the responsibility. Those who read it are more intelligently interested in the work of the Congress, and have a realization of its unity, and the methods that are recommended. Over 100,000 members are enlisted in the Congress today. Some of these members are giving splendid help. What can *you* do to extend circulation, to send items of interest, to interest others in feeling that CHILD-WELFARE MAGAZINE should be in their homes?

**Annual Conven-
tions of State
Branches**

The autumn will bring together many members of the National Congress of Mothers and Parent-Teacher Associations in their annual conferences. There are two objects to be kept in view in arranging the program, for there are two distinct needs to be met as the Congress work has grown. The need of the leaders for conference as to the different departments of work and the methods for carrying it forward is felt by all. Two or three days could profitably be spent in studying methods of leadership. It must not be forgotten that the original purpose of the Congress was to be of service to mothers and those working for child welfare, to carry the help and inspiration to those in that locality, to see that as many parents and teachers as possible were reached, because from the very nature of their duties few of them could ever attend a conference far away from their own homes.

A conference of the National Congress of Mothers and Parent-Teacher Associations wherever it may be held is not attaining its greatest purpose unless, in preparation for it, every parent within a radius of a half day's journey is made acquainted with the fact that a conference of parents is to be held, and that she is especially invited. The splendid preliminary work done by Miss Fanniebelle Curtis brought over 700 young mothers to the conference held in New York City in July, and that they were repaid for coming was clearly shown by their close attention and enthusiasm. Remember, the average mother can only leave home for a day at a time, and is deprived of the inspiration of a Mothers' Congress, unless it is taken into her immediate locality. It is not sufficient to have only the leaders in a Mothers' Congress. To be successful, it should have as guests every parent and teacher who can be reached in the vicinity of the meeting. Mothers cannot go far for their help. The help must go to them, and an annual conference should take up the physical, mental and moral guidance in the home first, in church, school and state afterwards. The County Conferences of the Mothers Congress when universally organized will be training schools for parents and will do for them what the teachers' institutes are doing for teachers.

It is only by the extension of this county work, and by making the county

conferences of the greatest practical value in home problems that it will be possible to cover this great country, and inspire and help every parent. The recommendation is earnestly given that every annual conference appoint a local committee to extend invitations by circular letters or otherwise, and to reserve seats for all who signify their desire to attend. The convention for delegates is but a portion of the service to be given by an annual convention of the National Congress of Mothers and Parent-Teachers Associations. The very reason for state and county organization was primarily that of reaching those who could never go far from home and making the meetings of practical help. It was for that reason that the original plan of holding the National Congress in Washington each year was changed, that the inspiration might be felt in different localities.

The constituency of a Mothers' Congress makes it impossible for mothers in the period of actually caring for little children to leave those children over night, yet all these mothers need the inspiration gained from the great gathering to consider child welfare.

A nation-wide impetus was given to the organization of parents in every church for study of child nurture, especially as it relates to the spiritual guidance of children, by the national chairman, Mr. W. C. Pearce, by placing the subject on the curriculum of the International Training School for Sunday-School Leaders held at Williams Bay, Wisconsin, in July. The writer and Mrs. B. F. Langworthy, of Illinois, were invited to present the need for calling parents together, and impressing on them their responsibility for spiritual training in the home and how to develop the spiritual nature of the child, also to show the work of a Church Parents' Association.

Men and women from thirty-five states and from Canada were there, and were earnestly studying in classes every day.

The meeting of all of these leaders, and their evident sympathy and willingness to promote this important phase of educational work for parents promises a steady gain in the enlistment of all churches in organization of parents' classes or parents' associations as an auxiliary greatly needed if children are to have the home training, without which Sunday-school or church are powerless to accomplish what is required in giving children the God-given ideals of life and conduct.

The valuable coöperation of the International Sunday-school Association with the National Congress of Mothers and Parent-Teacher Associations means much for both organizations in securing the desired coöperation of the home, and in helping parents who desire it in showing how to interest and inspire children, from infancy through childhood and youth.

It has been called to my attention that a number of subscribers to "Parents and Their Problems" have misinterpreted the article which appeared in the July issue and for their special benefit I desire to state that "Parents and Their Problems" was published by the authority of the National Congress of Mothers and Parent-Teacher Associations, that every article which appears in it was read and approved by a special committee consisting of Mrs. J. P. Mumford, Mrs. Mary Harmon Weeks, Dr. J. George Becht and the writer, so that this publication naturally has hearty approval of the National Congress of Mothers and Parent-Teacher Associations.

"Parents and Their Problems" is published and sold by the Ferd. P. Kaiser Publishing Company who are the authorized publishers for this work. All books are sold by subscription and the women who take orders for them are authorized by the Kaiser Publishing Company to organize in each community

Parents' Associations in Churches Promoted by National Chairman

Parents and Their Problems

child-welfare circles, consisting of mothers who have purchased "Parents and Their Problems." These circles are welcomed as members of the Congress upon application made to the state president and upon payment of the regular dues of ten cents per capita of membership. "Parents and Their Problems" is the only set of books sold by subscription that is endorsed by the National Congress of Mothers and Parent-Teacher Associations.

Obligations of Mothers

By GOLDIE ROBERTSON FUNK

I might as well say in the beginning that personally I think that our opportunities for watching the development and associations of our own children, our affection for our own, our sense of duty toward our own, should make us parents give sex instruction to our own; to say nothing of the privilege of being the ones to sow the seeds that will result in preserving the physical health, in teaching right thinking and self control to our own.

This does not mean that our children's teachers do not have many opportunities to give such instruction.

Let us humbly admit that in spite of our earnest mothering, our children have a different set of actions when they're away from us—when they are with other children, some better and some worse than themselves.

Public school teachers have always had more opportunities for giving our children sex instruction than they're ever ventured to mention, because a school teaching job so often depends upon keeping the good will of fond blind parents who would find a way to oust a teacher if she should be so bold as to report that Willie or Mary or Tommie or Hattie were immoral.

I have seen primary teachers quite beside themselves over the immorality of some of their little ones. Each teacher had not less than fifty children in her care. One said thirteen of hers were mentally defective, and all had in their rooms specific instances of sex immorality on the part of the children. It happened that none of the offenders were the mentally deficient however. I mentioned them to show how over

burdened the teacher was with duties already prescribed by the curriculum without taking on this portion of the mother's obligation.

If further proof were needed let me quote a line from Josiah Strong, President of the American Institute of Social Service.

"Inquiries made some fifteen years ago in New England, Minnesota, California and in thirty cities of Pennsylvania, all revealed a shocking condition among children, indicating great need of sex instruction; and the answers to two thousand letters of inquiry sent eighteen months ago to school superintendents and principals in all the states of the union confirmed the judgment."

Few teachers of girls of thirteen and upwards but are called on at times to make explanation to ashamed and heart-broken girls whose mothers have neglected to instruct them as they should.

Mothers who are anticipating this time with their own daughters with heart-to-heart mother-and-daughter talks can hardly realize the numberless girls who are allowed to enter this period without being prepared. We must remember, too, that the girl's mind has to be prepared as well as her body given care.

If all parenthood would give proper teaching, there'd be no bad one or several in every group of children to corrupt the rest—no worthless, purposeless boy of sixteen adrift with a primal instinct he doesn't know what to do with except to seek its gratification, even if your daughter or mine pays the price. "Give me the

child till he's ten years old and after that you may have him." In the Catholic church—they *seek* the children for the purpose of giving the bent to their thoughts but parents already *have* them.

Bettered conditions is what we need, but we'll never have them till *each individual parent* of us wakes up and gets under his own burden. We have the children close to us in the most impressionable years. At whatever age they ask other questions we answer frankly to the best of our ability. Often their questions spur us to increase our ability.

Why not, when they spontaneously open the way by their questions about life, "Where does the hen get the egg?" "Where does the baby come from?" "Where does the mamma cat get her kitties?" "Where does the mamma cow get her calf?"—why should we not take both child and opportunity close, and make it clear that the hen keeps the egg in her body till she's eaten enough to feed it, till it's the right size, and has had enough lime to make a hard shell for it, then lays it in the nest. Of course they ask "How does it get out of her body?" "Nature made the opening in her body tight for safety's sake, but when the egg is ready the opening loosens and out comes the egg and she's so proud and happy she cackles it to the whole world." "Doesn't it hurt her?" "I think it does. But Biddy is brave and stands the hurt. You never heard her cry, did you?" "No, she just says, 'Come out, little boy, I've laid you an egg!'" There is no mother or father but can tell a little child a true story of how any life is nursed in the mother's body till it's strong enough to bear to come out, and leave the child feeling pretty tender toward the mother who bears the burden inside of her own body and bears the pain of having it come out into the world.

My own children listened breathlessly to the Biography of a Silver Fox. Nothing impressed them so much as the long chase of the hounds after the female fox, her brave run, and drag-

ging tail that bespoke a near surrender when the silver fox, her mate, appeared, saw her, leaped to a high point and deliberately showed himself to the hounds, while his tired mate slipped away and back to the den. The hounds saw the silver fox, and knew then they'd been on the trail of a tender mother. Quick tears of sympathy from the little girl and a resentful exclamation from the boy saying he'd kill those hounds—they'd chased "a tender mother." A tender mother talk followed that, in which their father and the grandmother joined. It helps if family sentiment is clear and united. I've asked since if I should read them the book again but they've only wanted to hear the "tender mother" chapter.

Does some one say, "If I tell my children such things they'll tell my neighbor's children. She may not want hers to know."

Very well. If we don't tell our own as the questions spontaneously arise and moreover assure them they are welcome when they're puzzled again and that they will get mother or father's best explanation to anything they want to know, they won't have to go farther than a child next to them to get a complete assortment of vicious words and wrong impressions. Armed with a perfectly matter-of-course, knowledge from a source they trust the other will have less influence.

We'll do our best to get them to understand it's a mother and daughter or mother and son talk, and not for other children because each mother prefers to tell her own,—but if they talk to other children, and quite likely they will, they at least have the right thing to say with no vicious impression. If the neighbor thinks our children aren't nice because they've given their best version of mother's wonderful story of life, perhaps a frank explanation that we're trying to forestall our children getting sex information from impure sources by answering frankly their questions, may clear up the situation. If it doesn't our first duty is to still march

along beside our own, encouraging them to talk all they wish to mother.

Remember the age of chivalry begins in a boy when he is about eight years old. From then on through his twelfth year his mind is filled with thoughts of bravery, of fine, high honor. In his own mind he'd like to have all his actions square with King Arthur's code of chivalry. Arthur rode forth master of himself; with the self control of a stoic; with the determination not to pit himself against a weaker enemy; to protect women. Precious seed time for wise mothers! No matter how far short the topsy turvy boy falls in his real actions he's just ripe for mother and son talks about his attitude toward girls. He may be crowned by his mother as sworn shield and defender of girls against not only himself but against themselves. King Arthur's stoical self mastery is the high water mark of his ambition at this time.

We can't begin too soon to get the children to have the right attitude of mind toward all sex matters. If we keep right along with them, making a wise use of the opportunities that come, keeping friends with them, anticipating ever their next need, I think when our boys are fifteen or sixteen years old they will be manly enough to know in a confidential talk with mother or father the fact and the meaning of periodicity in girls and women. But, unless a boy *has* been rightly taught up to this time and the mother sees he has a steadily developing sense of fair play and chivalry the knowledge would be but a tool in his hands. He must learn from us, preferably perhaps his father, that he can't mate out of marriage without some girl going under.

Our daughters of that age should be taught the meaning of their periods—a proper privacy and cleanliness. It's amazing how many are not.

I think two goals to reach should be held up before every girl from the very beginning—the near goal, a season of earning her own living to prepare her for the far goal, marriage, motherhood, with just as much of

intelligence and balance and self reliance and fine honor as a period of wage earning can teach. A girl should be taught from the start that if the ultimate goal is to be realized, mothering strong perfect bodied boys and girls of her own, doing her share toward race betterment, she must cultivate a strong perfect body herself.

We can't forget to see that both boys and girls have time for play; that they have a certain share in home duties; that they have regular hours of sleep and are so entertained at home with games and books and friends and duties and good times and good shows judiciously mixed that there's no time for loitering or for vicious shows.

I think a girl in her teens should be taught something of the nature of boys and men. She is charming—they are susceptible. She should know that a girl of fine sensibilities will not flaunt her sex with a mere rag of clothing between her and danger. Who says when your boy of seventeen or eighteen successfully fights the special appeal to sex in him, that his virtue is not the more definite of the two?

Girls should be taught from babyhood, just as are boys, to stand on their own feet, to look unblinkingly at facts, to make independent decisions—to equip themselves to be of value in the world and to hold themselves of value.

Teachers have many opportunities in giving sex instruction in connection with nature study, in physiology and hygiene, in biology, in literature. When teachers can coördinate sex instruction with these it is wise, if the instruction has for its underlying purpose the training of the young people for individual fitness for parenthood and for racial responsibility.

If special teachers are employed to teach sex hygiene as is recommended by some, undue attention is called to the matter. If sex instruction is given as a regular part of the school curriculum boys and girls who are not ready for it will be hastened in their development. Neither a specialist

nor a regular teacher is so close in touch with our children as we may be. The instances of sex immorality that come to their knowledge too often find teachers unequipped to meet the emergency. No teacher of twenty has had much life experience.

Advocates of sex instruction in school recommend that teachers take a course in sex hygiene at a Normal school. They could do this with profit to both themselves and their pupils. Any course of study in *anything* adds to a teacher's own resources and makes her more valuable as a teacher of the young. But she can't know life any faster than she meets it. It comes to all of us only a day at a time, an event at a time, a fact at a time, a truth at a time, a thought at a time, a conclusion at a time. Remember even a teacher can only see with the vision she has, comprehend with the understanding she has.

Suppose I had had a course in sex instruction—would that have covered the experiences I actually met, and taught me what to say and do in each or any case?

On the other hand, biology teaches the dependence of the young on the parents, and that parents have duties toward their young, those duties culminating in a multiplicity of duties as the living creature ascends in the scale of life. What girl teacher of twenty, new to life herself, knows anything about how human parents neglect their duties toward their young? She only learns as the lack of watchful parental teaching unfolds before her from day to day. How can any parent ask her to step in and seize the golden moment of opportunity and say what she doesn't know herself? At forty I can look back and see golden moments of opportunity that passed me by because my own eyes were not open to see. I believe I had had if anything a bit more experience than the average girl teacher of that age; but it didn't happen to be experience that would have enabled me to take the place, with my pupils, in sex matters, of the mothers who bore and raised them.

We all recognize the imperative need of sex instruction. We know most parents do not teach their own children. We know most parents say they can not. Instead of weakly falling in line behind some one who cries, "Sex education in the public schools! Sex specialists in the teaching force! Let the state pay some one to teach the children of our bodies the proper use and control of theirs!"—instead of joining this riot of demands that the public relieve the individual of his self-incurred responsibilities let us face up to our own obligations and if we don't know what to teach our children that other children may be safe, that they may grow up with a due sense of self respect and a spirit of fair play, a desire to be a practical force in the betterment of the race, let's find out! There are physicians—there are men and women in every town whose lives are clean and wholesome, and who are sane, and who have given much thought to this matter, because there are self-appointed sentinels on housetops all over the country who are demanding that out of the public treasury certain persons shall be hired to teach our children the one thing in their lives that we should resent having taken out of our hands.

No such means for better mutual understanding and education in our duties as parents has ever before existed as the present organization of parents and teachers.

Let's ask in our different parent-teacher circles for a series of helpful talks from some wise mother or father or both. Let us mothers square up to the facts, and the need of our own developing boys and girls.

We aren't so long beyond our own youth as not to remember its dream days and its problems. Has life and marriage and motherhood not flowered in us sufficiently to show us how to understand our own, and what to say to them to clarify their vision, to set their feet knowingly on the path that purposefully and intelligently shall lead to wholesome marriage and parenthood?

And with all our watchfulness and

our training and our planning let us remember we can't live our children's lives for them. We can only march bravely beside them, understanding, encouraging, pulling them back, perchance they stumble, under our own roof tree, remembering their bewilderment, their sex temptations, the fact

that perhaps the sins of the fathers have been visited on them, and school ourselves for many disappointments; for much that may seem like failure, but, who knows, may later blossom in them with a richer harvest of human sympathy and understanding than we could possible have taught.

Our Opportunities as Mothers

By ELLA MALCOM

One of the most important facts in the early education of the child is to appreciate opportunity when it presents itself. When a child has had his interest aroused along a certain line and comes to you for information he will listen very attentively to what you have to say, and remember it, while you might endeavor to give him the same information at another time when it would not impress him in the least. The more often he has his curiosity satisfied and feels pleasure in learning something new, the more often he will come to you and give you the opportunity to teach him.

The other day, I was opening a can of tomatoes and, before I noticed it, my little boy of five had taken the paper from the can because it had a picture on it. He asked me to tell him a story about the picture. On looking at it I found it to be a picture of the landing of Columbus, for the tomatoes were Columbus Brand. I began to tell him the story as I prepared dinner. He grew so interested that we finally went to the library, took down some histories and he found pictures of Columbus as a boy longing to become a sailor, later before the king and queen, and several others. The discussion did not end there, for in explaining about Columbus' theory of the world being round he wished to know all about that; we found some geographies and studied them. The result of our little talk cannot be measured. He has the Columbus picture mounted on a bit of brown paper, and placed above his

little table and the geography still holds his interest; but the real result years only will tell. He does not read or write. I do not believe in pushing him. He will learn all that in time, but he may never again be so interested in the discovery of America.

On George Washington's birthday I brought him some candy cherries. He asked me why I had chosen cherry candy. I told him the story of the hatchet and the cherry tree. That interested him in Washington and he knows more about the life of George Washington than many third-grade school children.

Not only in history but along every avenue of life, our children may be guided by using every opportunity as it comes to us as mothers. Some time ago I was cooking some beans, and my boy happened to notice the little plumule which shows plainly when beans are soaked. I explained to him the life of the bean, and then we put some beans to soak over night, the next day placing them on damp blotting paper in a warm dark place. We watched them sprout, which took several days and then, when the roots were quite well developed, put them through bits of cork in a glass of water and watched them develop into strong lusty bean plants. He was so interested, so delighted that he would explain it all over to little sister and he soon understood it as well as I did. Then I showed him some of my old botany note-books, which was just a beginning, for after he had made drawings to illustrate

the life of the bean, he wanted to do more, and now he is making his own botany note-book.

How much more broad the child's life may become while he is scarcely more than a baby, by using such opportunities. After a long sickness, when my boy was not strong enough to romp and play, I gave him some scissors and colored paper and he spent many happy hours and days with them. He cut out little designs by folding them. They were symmetrical. One day he asked me if I had ever seen anything like the little design he had made. I told him it was a conventional design of a flower. From this the talk led up to the uses of designs, in wall paper, friezes, decorations of all kinds and especially book covers. He examined all the books in the library and noticed their

cover designs, and now so often he runs to me and cries out with pleasure, "Oh! mother, I have found a new design!"

I could go on giving incident after incident, but it is not necessary, for all mothers have these opportunities in the lives of their children. When they come, let us not disappoint their little hearts. Let us open the house of life to them, and make their foundation broad and their ideals high. Let us teach them the wonders of the flowers and the beauty of the sky. If they learn to love the sunrise and sunset, if the stars and moon are theirs, and the big fleecy white clouds make castles and ships in which their imagination may roam they will not be planning mischief and breaking our hearts in after years with their wrongdoing.

Training Fear Out of Children

By LEONARD KEENE HIRSHBERG, A.B., M.A., M.D.

JOHNS HOPKINS UNIVERSITY

Did you ever hear a nurse tell a child, "If you don't behave, I'll lock you in the cupboard." Did the child show an uncomfortable amount of strained fear?

Did you ever hear a mother shake her crying offspring and yell into the little one's ears, "If you don't stop crying, the boogy-man will get you!"

Still, parents wonder why their children live in fear and dread of some things. Indeed, in one particularly interesting instance, a father complained that his five-year-old son hated to enter a vacant or unoccupied room alone, even though he knew there were several persons in the same house.

Of course, if it is easy to understand that a child believes in Santa Claus, it is equally as simple for us to appreciate his feelings on the subject of ghosts, boogy-men, fairies, witches, and other such childish beliefs.

Many times when Tommy goes to

bed, great big red hobgoblins seem to "make faces" at him from over in the corner, witches drift slowly down from the ceiling and shake their fingers at him, and boogy-men squint down on their knees and whisper things in his ears. Tommy gives one loud shriek and bobs his head down under the "kivvers." Mother comes in to see what is the matter, but Tommy won't tell her anything but "I want a drink of water," or "I have a pain in my tummy."

True, it was nothing but fear. Had Tommy told mother what he had seen, she would no doubt laugh heartily and tell him to go to sleep. She does not think of herself when she was a little girl, and would not go into dark places without her dolly or nurse.

This queer stage of fear in every child's life is one of torture. Every child seems to see about the same monsters and goblins. When his room is dark, and the gruesome figures

do not happen to appear, imagination brings them hastily to the child's eye.

Shall parents blame this condition on bad digestion, "nervousness," cowardice, or what? How shall they define fear? What does it really mean? Shall the child bear the blame?

First, we must learn to understand the nature of fear before we can accuse anything or anyone. Fear is emotion. Such emotion is experienced when we avoid danger, or escape it. Strange situations or localities may cause fear. Darkness makes surroundings strange and unknown, hence fear is more readily excited.

Great care should be taken in the selection of books and stories read to the young, for their imagination is so unlimited that they can build enormously from mild fairy tales. They are capable of construing from simple fables mental visions which, many times, seem to a basis for planting terror in their little souls. Such terror causes timidity, which takes years and patience to overcome.

Hairbreadth adventures, ghost stories, and witches' pranks must be avoided. Such tales incite the little ones with wild desires and thoughts. Select dainty little stories that will refresh the childish mind, and leave soothing, happy thoughts. Tell of guardian angels watching over them at night, allowing no harm to come near, and tell quieting stories of love and sweetness. Tell them what the flowers say, how they get their colors, of the morning dew talking to the green blades of grass, and the grasshopper blinking and chirping. Let

the little minds think of sunshine and love, beauty and nature. Should, however, fears overtake the child's mind, reassure him as quickly as possible. Never ridicule or laugh at the child while he is suffering frightful illusions, for this is not only cruel, but ineffective. Patience, careful guarding, time, experience, reassurance, the development of courage and self control will, in time, rule out these fears. It is best for a child to be persuaded to be brave and face them alone.

Children should never be allowed to frighten each other. They should be taught not to fear mice, worms, caterpillars, birds, bugs, and other living things. Let them think of them as little nations, tiny families, and other tender classifications. The child will grasp the meaning quicker than if he were told the naked truth about things. The word "bug" even makes an older person shudder; and who likes the name "spider!" "Mrs. Ant and the Ant family" is much more appealing.

Thunder storms, lightning, heavy dark clouds, and the like should be pointed out to the child as beauty, for the laws of nature are the thoughts of God. Teach the little ones reasonable caution, and they will not show fear.

Wild, thrilling, exciting moving pictures were never meant for infants. Scenes of burglars, murderers, convicts, and horrible accidents are easily focused in the young mind. Who among the readers has the aggressiveness to vote for a moving picture parlor in your town where *nothing but children's pictures shall be shown?*

Just That

It's not the big gift you have bought
With time and money spent,
It's just the individual thought
You've given to your friend.

One rose with loving meaning sent,
A smile smiled just in time,
A little card with cheerful trend,
All these are most worth while.

Why need we strive to do so much
Or make a great display

When just the individual touch
Aids friendship on life's way?

Of course it's fine to have fine things,
We all agree, that's true:
Advantages that money brings,
I'd like them—so would you. . . .

But after all is said and done,
It's not material things,
It's just when Selfless Love has won,
Our worthiest self begins.

ELISE TRAUT

The Welfare of the Stammering Child

By ERNEST TOMPKINS, M.E.

As It Is

The mother fails to notice promptly that her child is stammering. When she does notice it, she either fails to do anything to help it, for she has read that it is a mysterious disease which requires skilled treatment, or she scolds the child. Either attitude allows the disorder to get a firm hold. When the child is neglected it persists in its efforts to talk, whereas it should desist from all effort; and when it is scolded its fear of stammering is increased, and consequently the disorder is increased, for fear of stammering is the continuing cause of stammering. Possibly a neighbor tells the mother that the child will recover if it is required not to talk until it can talk freely; but this sound advice is without authority, it is contrary to the published information, and even if it is followed the habit is so well confirmed or the treatment is so inconsistent that it is abandoned for apparent lack of results.

The teacher goes by rule, and one rule is to require oral recitations of the children whether they stammer or not. The timid, stammering child is required to stand up before a class of strangers and exhibit his infirmity, to their surprise and amusement and his humiliation and shame. Almost every writer on stammering has recorded the intensifying of the trouble at the beginning of schooling. Although the disorder is contagious, the child's nervous system is adversely affected, its efficiency is reduced, its real standing is discredited, its schooling is made a punishment instead of a pleasure, and it is driven from the school before its education is completed, the treatment is kept up—except in those cases which are so bad that speech is almost impossible.

Then the confirmed stammerer is taken to the cure, lured by testimonials of the negligible number of favorable results and ignorant of the

overwhelming number of disastrous results. In the favorable environment of the cure his improvement is so remarkable that he counts on recovery and pays the fee. Then he goes back to his regular occupation, his fright returns, he practices the method, he gets worse instead of better, for the methods are generally stammering intensifiers, and he frequently becomes almost mute.

We laugh at the nostrums which the ignorant savage brews, but it is for him to laugh at us. His concoction of ground snakes bones and frog's blood is enlightenment compared to our treatment of stammering by which we intensify it almost every time we have anything to do with it.

As It Should Be

The mother should be observant of the child's speech, especially immediately after a fall, fright, or illness; and should kindly suppress convulsive speech at its first appearance. Stammering is frightened, misdirected interference with speech. The suppression of the stammering liberates the speech. If the disorder has run a short course before discovery the treatment will have to be continued proportionally, but only time and patience are required.

Educators should prohibit stammering on school property. That is imperative for the protection of the non-stammering child from the contagion. Stammering does not kill its victims—although some of them kill themselves because of it; but, case for case, the suffering is in the aggregate far more than that of any other disorder contracted by association; for it was formerly incurable, except accidentally (no one could count that he would be the lucky one out of probably twenty to be cured); and it will evidently be some time before rational treatments are sufficiently introduced

to materially reduce the number of cases of confirmed stammering.

The prohibition of stammering to protect the non-stammering child will remedy the stammering child, for it will relieve him of the oral work. Required speech calls out the stammering, so the stammering child should be allowed to write what he fears to say or to make signs or to remain silent. However, he may read or recite in concert. When stammering is prohibited, fear of it can not continue, and with the dissipation of the stammerer's fear his normal speech will gradually assert itself.

Parents can not be counted on to stop stammering in the home, although a little publicity will stop much of it there. The prohibition of stammering on school property will be the death knell of this supposedly incurable disorder, for it will not be able to pass the schools. The customary time of schooling is sufficiently long for the correction of the severest case. Those cases which are partially through schooling and those which are all the way through may seek rational assistance if they desire; but they must die off in any case. The main

question is to stop the trouble at its inception.

THE REFORM

Reforms come when the people want them—and not before. When the parents of the non-stammering child say, "We do not want our children exposed to the infection;" when the parents of the stammering child say, "We do not want our child's speech impaired and its school life made miserable;" when the teacher says, "Orders or no orders, I decline to contribute to the injury of my unfortunate pupils;" and when those views are reported to the school authorities, the reform will begin.

Of all the branches of child welfare, it is probable that there is not one finer than this. To take the principal speech disorder from conditions which intensify and perpetuate it, and wipe it off the earth; to solve what has been a mystery ever since the race began to talk; to liberate 300,000 innocent children in our public schools from threatened bondage for life; to participate in the most efficient campaign that has ever been inaugurated against a serious disorder; what could be finer?

Speak up.

The Noon Meal at Home, with Special Reference to the Children

There is no reason why the ordinary family dinner should not be suitable for school children or served in a way that adapts it to their needs, according to Farmers' Bulletin 712, "School Lunches," just issued by the U. S. Department of Agriculture. The usual first course of meat and vegetables contains nothing, except the meat, which can not be given even to the youngest children. The vegetables, providing they are carefully prepared by simple methods, are specially needed and can often be made attractive to children by being served with a little meat gravy. As a substitute for the meat itself, milk can be

provided in the case of the younger children. These articles with the bread and butter, provide most of the food needed.

The dessert course is suitable for children as well as for grown people unless it consists of rich pastries or puddings. The latter are not considered wholesome for children, if for no other reason than that they are likely to lead to overeating. Such desserts as fruit, fresh or cooked, with cake; cereals with milk or cream, and sugar; custards and custard puddings; gelatin dishes; simple ice cream; water ices; and other simple desserts may be given.

Whether or not the family meal is healthful for children depends not only on the food materials selected, but also on the way in which they are cooked. Simple methods are to be preferred from the standpoint of health as well as from that of the housekeeper's time. All dishes that are likely to contain overheated and scorched fats, such as foods carelessly fried in a pan in a small amount of fat, should be avoided. Deep-fat frying is open to fewer objections, since, if properly done, foods will absorb little fat and the fat will not scorch. Vegetables cooked in water or in their own juices and seasoned with salt and a little butter or cream are easier to prepare than those that are served with white sauce, scalloped, or cooked in other elaborate ways.

What is said above applies equally to all meals. There is, however, one special precaution that applies to the noon meal when it is hurried. This refers to tough, hard foods that are likely to escape proper mastication. It is a mistake to think that the foods given to children must always be soft or finely divided, for children's teeth need exercise quite as much as their muscles do. When time for eating is limited, however, it is well to omit foods that are difficult to chew, and in extreme cases it may be necessary to serve only soft or finely divided foods—sandwiches made from crustless bread with finely chopped fillings, for example. Before resorting to this, however, it is well to make sure that the time for eating and for insistence on good table manners is not unnecessarily cut short. The advantage of putting the meal on the table promptly and of having foods served in individual portions, or at least ready to eat when they are

brought to the table, should be kept in mind. To have the meat already sliced and the dessert in cups instead of in one large dish from which individual portions must be served, and to follow the same general plan with other foods, may change a hurried meal into one at which there is plenty of time for attention to details essential to health and good manners.

If special lunches, different from those prepared for the family in general, are to be given to school children, the following are suggested as bills of fare. They are only typical and many others might be given which would be just as good.

SUGGESTED BILLS OF FARE FOR THE HOME LUNCH

1. Eggs, boiled, coddled, poached, or scrambled; bread and butter; spinach or other greens; cake.
2. Beef stew with vegetables; milk; crisp, thin tea biscuits; honey.
3. Dried bean or pea puree; toast baked apple; cookies.
4. Vegetable-milk soup; zwieback; rice with maple sugar and butter or with milk or cream.
5. Potato chowder; crackers; jelly sandwiches.
6. Cold meat; creamed potatoes; peas; bread and butter; frozen custard or plain ice cream and plain cake.
7. Lamb chop; baked potatoes; bread and butter; sliced mixed fruits; cookies.
8. Baked omelet with spinach, kale, or other greens; bread and butter; apple sauce; cake.
9. Milk toast; string beans; stewed fruit; cake.
10. Boiled potatoes; codfish gravy; bread and butter; lettuce; custard.

What the National Congress of Mothers and Parent-Teacher Associations Expects of Local Organizations

One of the most far-reaching educational movements of the present time has been inaugurated through the nation-wide organization of parents for child study to promote child-welfare. The National Congress of Mothers and Parent-Teacher Associations is the originator and promoter of this plan to reach every home and every parent, and open to them opportunities for the best information attainable on good home-making and bringing up children. The belief of the founders of the Congress was that most of the evils of the world could be prevented were it possible for all children to have intelligent care—in the home.

Three objects are given as the purposes of a parent-teacher association.

1. To give fathers and mothers the opportunity to educate themselves for the best home-making and child nurture.

2. To learn what the school is doing and by this knowledge to coöperate with the teachers, thus greatly helping both teachers and children.

3. To learn conditions affecting the welfare of children outside of home and school, and by united effort arouse the community to a sense of its responsibility to the children.

With the attainment of the aims above given juvenile courts, parental schools, reform schools and other present methods of dealing with wayward children would become unnecessary. With home and school equipped to do their work efficiently, intelligently and in coöperation none of the reformatory agencies would be needed.

The National Congress of Mothers and Parent-Teacher Associations asks the coöperation of every teacher and parent in maintaining the important objects for which the parent-teacher association is established. It asks the coöperation of every teacher and parent in keeping in touch with the National Congress of Mothers and Parent-Teacher Associations—with its

literature and suggestions. Also with Home Education Division U. S. Bureau of Education, which has valuable reading courses, bulletins and suggestions for successful work of parent-teacher associations. It asks the coöperation of every teacher and parent in the formation of a committee in every parent-teacher association for saving the babies. The work of this committee would be to secure and send to Home Education Division U. S. Bureau of Education the names and addresses of every mother of a baby in the vicinity of that school, that she may receive, without cost, valuable bulletins containing information that will save many infant lives.

It asks coöperation of every teacher in special consideration of the children who are troublesome or truants, and for various reasons do not fit into the school regime, and suggests that each parent-teacher association in coöperation with the teacher, have a carefully chosen committee to learn the causes of the child's difficulty, and to do all that is possible to encourage and help him. The value of this preventive work cannot be estimated. Every teacher will be glad to have a share in setting any child on the upward way. It asks that every teacher who desires further help in organization or in program of a parent-teacher association, write to the National Congress of Mothers and Parent-Teacher Associations, 910 Loan & Trust Building, Washington, D. C. The state branch can often by arrangements with all the local parent-teacher associations, provide to have joint meetings where speakers of note may be secured.

It asks that the local parent-teacher association inform itself of all the extension work being done by the state university, and that it avail itself of the service, as far as possible. It asks that the plan for program for the year include the physical and moral development of children es-

pecially in the home. It asks that every teacher at the beginning of the year give a concise statement to the parents of what the board of education requires of her, with suggestions as to how they may aid her by their coöperation. At any meeting where such coöperation has proved valuable it helps if note is made of it by the teachers.

It asks that ten minutes of the meeting be given to a brief outline of the work of other parent-teacher associations, to stimulate and widen the interest beyond one's own locality. It asks that a committee on current events concerning child welfare be prepared to report, for consideration and discussion pro and con.

It asks that every parent-teacher association join the National Congress of Mothers and Parent-Teacher Associations, and participate in making the State Branch National Congress of Mothers and Parent-Teacher Associations thoroughly representative of every home and every school. By this membership it becomes a part of the National Congress of Mothers and Parent-Teacher Associations—the largest organization of parents and teachers in the world. Every teacher in the state becomes a member by payment of an annual due of ten cents per capita to the treasurer of the local parent-teacher association.

The National Congress of Mothers and Parent-Teacher Associations offers to send a copy of *CHILD-WELFARE MAGAZINE* to every school principal who has a parent-teacher association in her school, who writes, asking for it. Every president of a parent-teacher association is entitled to receive annually the Year Book of the National Congress of Mothers and Parent-Teacher Associations, which gives valuable suggestions for the work. Every teacher's assistance is valuable in bringing this to the attention of new officers.

Superintendent Bradford, of Colorado, is standardizing the schools, and in so doing one of the requirements for the highest standard is a parent-teacher association which is a member

of the State and National Congress of Mothers and Parent-Teacher Associations.

TO MAINTAIN A SUCCESSFUL PARENT-TEACHER ASSOCIATION

Ally your association with others through membership in the State and National Congress of Mothers and Parent-Teacher Associations, thus securing the knowledge and suggestions gained by others' experience and broadening your outlook. It will make you part of the largest child-welfare organization in the world and will insure help when needed.

Let it be clearly understood that the purpose of the Association is for constructive coöperation and not for criticism or interference. Select officers and committees with careful consideration as to their qualifications for their several duties. Have regular times for meeting.

Submit every program to the test "Is there something in the program that will help parents in their home problems, that will give them a clearer understanding of children's needs—of home discipline, of physical care, of spiritual guidance, of the schools' requirements, of conditions affecting children in the community." Lecture courses on general topics are valuable, but have no place in a parent-teacher association.

Open meetings promptly, have no long speeches, allow time for discussion and close meetings on time. During the season give some work or some responsibility to as many members as possible, thereby increasing the interest. Place the principal responsibility on the parents, only giving teachers such work as they may desire to do.

Informality, sociability and friendliness should be encouraged. Where children are associated in school, parents should not fear contact with each other. Have a membership committee to increase membership and attendance in order that all parents may benefit by the meetings. Form committee to coöperate quietly with teachers in regard to children who,

for various reasons, are a special problem in the school. Learn causes and quietly help the children. Form a committee who will learn of all babies in the district. Invite all the mothers to special meetings where physicians and nurses will give instructive talks on baby care. Send names of these mothers to Home Education Division, U. S. Bureau of Education, that helpful bulletins may be sent.

The power exerted for child welfare by the combined study and efforts of

parents and teachers, those who are actually caring for the children, is greater than can be exerted by any other combination of people. It is meeting health problems in home and school, saving lives of countless babies and little children, providing more up-to-date constructive sympathetic methods of dealing with truancy and children's faults, awakening parents and the community to a deeper interest in all that concerns childhood, and laying the foundations for a higher standard of citizenship.

Unique Parties for the Children

A STAR PARTY

This month the Princess decided to give the children a Star Party, so she purchased some gold-colored cardboard and cut from it star shapes large enough to serve as invitations, and wrote upon them:

Now the summer of the year
Brings us evenings bright and clear,
When the stars, from fields of blue,
Twinkle sweetest thoughts to you.
Come, then, Wednesday afternoon,
September's seventeenth day—that's soon—
Betty and Jack will give that day
A Star Party, so come, be gay!

When the children entered the rooms given over to the party, they were delighted to behold them draped with soft blue, in which nestled everywhere, gilt stars. As soon as all were present, the Princess brought out a large roll of white crepe paper, some blue baby ribbon, and gilt stars. With these—and her help—they were soon busy adorning themselves in costumes suitable to the occasion. First, a straight strip of the paper was laid across each of the shoulders, then a piece large enough to allow fullness was tied about the waist for sleeves, leaving a frill at the shoulder and one at the wrist (or elbow); next, a large piece was tied about just beneath the arms, with the frill protruding up high enough to form, with the shoulder

caps, a square neck, and gathered in at the waist. This formed beautiful little frocks for the girls, while the boys' costumes were completed by slitting up the fronts and backs of the skirts, pinning the fronts and backs of the two portions together, and tying them about the knees to form knickerbockers. When all were arrayed in their white apparel, they amused themselves by adorning each other with the tiny gilt stars, till each was a veritable little fairy.

And now the Princess gave them boxes of vari-colored scraps of stars, formed by cutting stars into different shaped and sized pieces, and they were soon busily fitting the stars together again. At length the Princess called "Time," all stopped work and counted their completed stars, and the Princess honored the one who had the most by sticking a gilt star in the center of his forehead.

The Princess now told them that hidden about the rooms were boxes of tiny gilt stars, a box for each child. When all had found boxes, she brought out a set of cards for each, on which were designs of pictures to be seen in the skies,—of Orion, the Dipper, and others of these star groups. (The Princess procured from a Library, a book called "Star Lore of All Ages," by William Tyler Olcott, and

from the illustrations found in it she had traced the pictures, making a small circle where each star is found in the sky picture.) The children pasted a star over each circle while the Princess explained the designs to them and answered their many questions, and when the set was completed, they felt that they had created a work of art.

At story time she told them myths of the stars, that she had found in the book of star lore, and as she told them, they looked at the illustrations which they themselves had made.

When at length they were permitted to enter the dining room, they found the table clothed in white, a large gilt star forming the center-piece, and,

in its center, a large golden-colored candle; at each child's place was a smaller star with a tiny candle. A blue ribbon extended from beneath the center star to the side of each plate, and after the refreshments, which consisted of ice cream, star-shaped cookies, and small candies, each child was told to pull on the ribbon beside him, which drew from beneath the star a tiny package, containing a small star pin, his souvenir.

The children exclaimed, as they departed that this was the best party the Princess could possibly have given them, but she only smiled as she thought of the wonderful afternoon she was planning for the next month.

Spiritual Guidance of Children: Duty of Home and Church*

By MRS. FREDERIC SCHOFF

The spiritual foundation of all the work for child-welfare which is being promoted by the National Congress of Mothers and Parent-Teacher Associations is recognized in the constitution, which after giving the aims and objects, closes with the statement, "The Congress believes that with the aid of Divine Power these objects will be accomplished."

No work for child welfare which counts can leave out the guidance of the spirit which is immortal, and which begins its existence on earth, and in the school of life learns the lessons which prepare it to enter the Kingdom of Heaven.

Every meeting of the officers and managers of the congress is opened with prayer, and with recognition that the work for child-welfare is a trust given by God to mothers and fathers, that while here it is our privilege to be used by Him in the forwarding of His great purposes for the children of our day and generation.

The National Congress of Mothers and Parent-Teacher Associations re-

presents the awakening of motherhood to a broader appreciation of the possibilities of children and of opportunities for their all round welfare, which are essential if they are to become good men and women.

The spirituality of the Congress of Mothers has been noted by delegates from other countries, and the fact that it includes in the membership women of every religious faith, who are harmoniously working together shows that on the great fundamentals people can come together and work together in a spirit of consecration and devotion.

The essentials are a belief in God, and a desire to be guided by the laws of life given in the Bible. The recognition that only by the aid of divine power is it possible for any of us to do anything that is worth while, and the realization that God's great purposes are carried out through human instruments brings into service courage to go forward. Whether we see the results matters not. When "A thousand years are as a day in His sight,"

*Given at the International Training School, for Sunday-School Leaders.

how are we to expect to see results in the few years which we are here. Ours to fill our little niche, do our work as well as we can under His guidance, and then others will take it up and carry it forward. The work for children is work for God and with God. All he asks of us is to do the work as faithfully and efficiently as we can, to take the first step, and doors open to greater service if only we do our part, and look to Him for help. The children of the world can never have their rights or attain the highest possibilities of their nature until they have the inner life of the spirit fed from the only Source of life, of power and of good. The only difference between a good life and a bad one is in the spirit which animates it.

The world today has seen a new meaning in the call of Jesus to "Feed my lambs," and has had a vision of the infinite possibilities for good which are enfolded in the heart of every baby when again He says: "Unless ye become as a little child ye cannot enter the Kingdom of Heaven," and "It is not the will of your Father in Heaven that one of these little ones should perish." It causes deeper sense of our failure in the past that so many of His little ones have grown up and have so blurred the image of God in which they were created. It places a deeper responsibility on us, the men and women of this generation, to learn why this is, and to so guard and guide the childhood of today that it may keep His image untarnished, and may see it ever as the guiding principle of life.

There are four agencies which are responsible each in a degree for the welfare of the children. In naming these in the relative order of their responsibility the home has first place, the church, the school, and the state follow. The home is responsible for the physical, mental and spiritual care of the children; the church should inspire and help the home in regard to spiritual guidance, showing parents what must be taught to children, and showing them how to teach it. The school deals primarily with education

of the mind, and the state provides the laws, and makes the conditions which affect children outside the home. The correlation of the duties of each of these agencies is necessary for child welfare, for each must realize its place and fill it.

I believe that a new adjustment of the work of Sunday-school and church, in conjunction with the home can be of greatest value in promoting the spiritual nurture and guidance of children.

The church and Sunday-school cannot hope to take the place of the home in responsibility for the spiritual development of children, because in the few hours which they have them this is impossible. The spiritual guidance of children must be given in the events of daily living. From infancy, in all the hours in the home, opportunities come which are open to parents only.

Leaders in Sunday-school work realize that many parents expect the Sunday-school to do more than is possible for their children.

A clergyman who has been for years a leader in Sunday-school work writes: "I am more and more impressed each year that the church and Sunday-school at the best can only guide and encourage and combine the work that must be done at home."

The greatest service to children would be to arouse parents to the truth that *they* are primarily responsible for teaching God's truths to their children, that it is a constructive work, that there are right and wrong ways of teaching, that the Sunday-school and church wish to help them to understand what children should know, and how to teach it in such a way that it will become a part of life, but that the principal teaching must be given by parents.

The home must take again its divinely appointed duty of spiritual guidance and carry out the command, "Hear, O Israel, the Lord, our God is one Lord, and thou shalt love the Lord thy God with all thine heart, and with all thy soul; and with all thy might—and these words which I command thee this day, shall be in

thine heart; and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thy house, and when thou walkest by the way, and when thou liest down, and when thou risest up. And thou shalt bind them for a sign upon thy hand, and they shall be as frontlets between thine eyes, and thou shalt write them upon the posts of thy house and on thy gates." Who except parents can follow out this command?

Young people come into their duties as parents unprepared, for the majority of them have no clear conception of a little child's inner life, no definite idea of the value of the early years, in cultivation of the spirit and no knowledge of how to translate God's laws of life into the lives of little children. How can they heed the command "Feed my lambs" unless they first realize that the command applies to them, and unless they have within their own hearts the knowledge required in order to give what is needed? The home has the child almost exclusively for the first six years, when the lasting impressions are made, when the plastic, receptive innocent mind and heart are more open to spiritual truths than at any other time. It is then the Heavenly Father, who is father of us all, may be made real, when dependence on Him can be fostered, when reverence for His holy word may be taught.

Parents should be the teachers, but many of them do not recognize that, and many others seem to believe Sunday-school and church relieve them of the duty. Here comes the necessity for a clear definition of what the home's function is, and what is the function of Sunday-school and church. Neither can take the place of the other, yet each must deal with the command "Feed my lambs," and each should study carefully how best to obey it. Even after the first six years of life the home has the child 148 hours out of the 168 hours of each week, and every hour has its educational value.

Parents as educators have a wider work in education than any teacher, so that Sunday-school, church and day school are supplementary to the home, and should do all that is possible to promote true ideals of parental duty and a knowledge of how best to impart these ideals to the children. The Bureau of Education has placed parents on the plane of educators by establishing the Home Education Division to help parents in their work. Until 1913 the Bureau of Education limited its work to school education. Now it recognizes the all around educational needs of children and aims to give helpful suggestions to parents as well as teachers. This will tend to raise the standards of the home, and elevate parenthood.

(To be continued)

The Heart of a Child

How small, how insignificant a thing
Can fill a child's pure heart with sharper woe
Than any sorrow it will ever know—
In after years! And some gay toy will bring
So much of joy and make the sweet life ring
With blithest laughter, musical and low
As any tinkling rillet's seaward flow,
The thorns that wound a little child can
sting.

So piteously deep and yet a word,
A tender kiss will heal the wound,
Make the eyes smile again that were so
blurred
And dim with tears.
An angry look can break
The childish heart that is so quickly stirred
When joy or sorrow bids the soul awake.

Program for Parent-Teacher Associations for September

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC (To be read by one member).

THREE YEARS' WORK OF HOME EDUCATION DIVISION—WHAT THE NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS EXPECTS OF LOCAL ASSOCIATIONS.

SECOND TOPIC (To be assigned to another member).

WHAT OTHER PARENT-TEACHER ASSOCIATIONS ARE DOING. See STATE NEWS.

THIRD TOPIC (To be assigned to third member).

CURRENT NEWS OF WORK FOR CHILD-WELFARE, gleaned from all sources, both local and international.

LOAN PAPERS ON CHILD-NURTURE

Send for the printed list of Loan Papers on Child Nurture and Child Welfare prepared especially for program use. The list will be sent free, provided stamp is enclosed. The papers are type-written. Twelve may be selected and kept for the season at a cost of \$2.00.

They have been written by specialists to meet the needs of parents in dealing with problems of child life at different stages of its development. Single papers will be sent for twenty-five cents and may be kept three weeks. Many new papers have been added to the list.

The Report of Third International Congress on Child-Welfare contains a wealth of material for use in Parent-Teacher Associations. Price \$1.00 to Parent-Teacher Associations. Send orders to National Congress of Mothers and Parent-Teacher Associations, 910 Loan and Trust Building, Washington, D C.

BOOKS FOR PARENTS

A list of 25 books suitable for use of parents will be sent to those who desire it. A Circle of 25 members can have a valuable circulating library if each member can buy just one book, or these books may often be secured from the Library.

Annual Convention of State Branches National Congress of Mothers and Parent-Teacher Associations

Colorado— Denver, October 25, 26, 27.
Ohio— October.
Oregon— Dallas, October.
Pennsylvania— Reading, October 25, 26, 27.
Maine— October.

Massachusetts— Holyoke, October 4, 5, 6.
New York— Binghamton, October.
New Jersey— Upper Montclair, November 10, 11.
Vermont— Fair Haven, October 10, 11.

Work for Child Welfare by Parents and Teachers in National Congress of Mothers and Parent-Teacher Associations

STATE NEWS

IMPORTANT NOTICES

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

The necessity for brevity will be realized, as space is limited and every month more states send news. News is WORK DONE, OR NEW WORK PLANNED. Communications must be written with ink or typewritten.

The CHILD-WELFARE MAGAZINE offers to every new circle of fifty members one year's subscription free provided that with the application for the magazine is enclosed a receipt from state treasurer showing that dues of ten cents per capita have been paid, and second a list of officers and members with their addresses.

This offer is made to aid new circles with their program and to give them the opportunity to become acquainted with the great organized parenthood of America.

Subscribers to CHILD-WELFARE MAGAZINE should notify the publishers before the 15th of the current month if the magazine is not received. Back numbers cannot be furnished unless failure to receive the magazine is immediately noted.

The Reports Given by Presidents of State Branches National Congress of Mothers and Parent-Teacher Associations at Nashville, Tennessee

ALABAMA

Annual Report of the Alabama Branch National Congress of Mothers and Parent-Teacher Associations.

State President, Mrs. B. F. Hardeman, 404 Washington Ave., Montgomery, Ala.

Corresponding Secretary, Mrs. P. W. Hodges, 629 Monroe St., Montgomery Ala.

Treasurer, Mrs. E. A. Parker, 40 Holcombe St., Montgomery, Ala.

Our annual conventions are usually held in the spring.

Of the seventeen local organizations in the congress, two are school improvement associations, the rest are mothers' circles.

There is one city council in Birmingham, which is doing splendid work.

The methods of extension used are press, literature and letters.

The amount of money spent in Congress work, by conservative estimate is \$600.

Child-Welfare Day was observed in every club, and about \$12 contributed on that day to the endowment fund.

Baby saving has been promoted everywhere through child hygiene departments, and several circles took the initiative in the baby week campaign in March.

The State Congress follows the National as nearly as possible both in constitution and in the departments maintained.

There is a better understanding and a finer spirit in the work for the past year than ever before. Considering the conditions in the state, the growth has been very encouraging.

The things most needed in our state are county organization, division in local circles of the work to correspond with the depart-

ments of the state and national departments, an organizer, and the use of CHILD-WELFARE MAGAZINE in each circle.

The mothers of our state are having the price of motherhood impressed upon them objectively now, as they have 4,000 of their sons being made into soldiers at Vandiver Park, which is a suburb of Montgomery. The "mother heart" broods over those children of hers, and it makes the work of directing the ideals of the growing child, the work of assisting in character building, which work, the members of the Alabama Congress of Mothers—individual and collective—are trying to do, loom large in importance. "Train a child in the way he should go" is one of the most serious commands ever laid upon parents, and the present conditions bring its importance clearly before all.

While the individual clubs are taking their "siesta" the officers of the State Congress are actively planning out the work for the year. The state has been partially districted, and a chairman appointed for each district. Mrs. H. S. Doster, one of those chairmen, reports a new circle organized at Eclectic, and the prospect of others. Much is hoped for from these chairmen.

Mrs. R. L. Faucett, of Prattville, reports a meeting at her home of her Circle, which merits "special mention" as there were present at it, by special invitation, the mayor and the city council, and a member of the health department of state, and much interest was expressed by them in the work of the circle. It is important to have the coöperation of the official heads of your city.

COLORADO

Report of President Mrs. Fred Dick.—184 parent-teacher associations, 7 mothers' circles, 2 parents' associations in churches, 2,794 paid members, 583 increase since last report, 35 associate members, 40 parent-teacher associations organized in 1915-16, six districts are organized.

For extension I have corresponded with and sent literature to county and city superintendents, many of whom are organizing parent-teacher associations and report successful meetings. One of our vice-presidents, Mrs. Charles A. Lory, is also chairman of the Educational Committee of C. F. W. C. She has interested the club women in organizing parent-teacher associations in the rural schools and helping them with their programs.

The extension workers in our state institutions are greatly interested in our work and lending us valuable assistance. Our state superintendent of public instruction is

advocating the formation of parent-teacher associations wherever she goes and giving most instructive and uplifting talks at their meetings. In her standardization of schools, she gives two points for social activities, and includes our associations as the most important among them.

Last September I made a trip into the southwestern part of our state, talking in nine places, in churches, halls, and school houses. One district was formed in Monte Vista, which is doing such splendid work and reporting such good results that the whole southwest is becoming interested. The secretary of the Monte Vista School Board is helping us organize in the surrounding towns. Parent-teacher associations were also formed in four other towns and inspiration given to old associations.

I have also made short organizing trips into the northern, southern, and eastern part of the state. As a result of these activities forty new parent-teacher associations have been organized. I spoke on "Mothers' Congress and Parent-Teacher Associations as a Factor in Rural School Improvement" at a meeting of Colorado Farmers' Congress in connection with the agricultural college. In November, prepared the program for and presided at a joint meeting of the State Teachers' Association and the Mothers' Congress and Parent-Teacher Associations in Denver, which is to be an annual event, and is another step forward in coöperation, also presided at a sociological meeting connected with our state university. I spoke before the annual meeting of the Colorado Federated Clubs in October on parent-teacher association work, and have expounded the aims and purposes of our organization before numberless clubs and new parent-teacher associations.

Our departments are doing splendid work under the direction of their various chairmen.

HYGIENE COMMITTEE

Under the chairmanship of Dr. Jenette H. Bolles, baby conferences have been held in almost every section of the state, under the supervision of the Parent-Teacher Associations. In Denver alone, Dr. Bolles examined twelve hundred babies in one year. No prizes are given, but everything is done to educate parents in eugenics and eugenics. Dr. Bolles and her committee have also given lessons in first aid with demonstrations at many schools, have examined girls for physical development and had invaluable lectures on hygiene and sanitation open to the public. The hygiene committee has inaugurated classes in physical education for mothers. Dr. Pearl Wheeler Dorr, of the

Denver Branch of the Hygiene Committee, is coöperating with the Professional Women's League to secure better care of mentally defective children.

BOYS' AND GIRLS' CLUBS

Many boys' and girls' clubs have been organized. In these clubs the children are taught simple parliamentary law, kitchen gardening, the household arts, social usages and social service. Games and folk dancing, teas and programs are the means of bringing these young people together under the supervision of district leaders all responsible to one head.

THE EDUCATION COMMITTEE

The Education Committee, Mrs. Frank Thompson, of Boulder, chairman, has been working to have the subjects which have to do with the profession of home making, recognized by the university as having the same dignity as the subjects studied for the other professions. It has also been looking into the merits of the various plans for bridging the gap between the grammar and the high schools, such as the junior high school, the intermediate school, etc.

THE HOME ECONOMICS DEPARTMENT

The Home Economics Department until lately was under the capable chairmanship of Miss Mary Oberlin, field worker in that department at the State Agricultural College. Miss Oberlin lectured to parent-teacher associations throughout the state on the subjects which would further the knowledge of domestic science and art. Since Miss Oberlin's resignation at the college, Mrs. H. C. French, wife of the director of the Smith-Lever Extension Department of the Agricultural College, has accepted the position and is making great plans for the future.

THE CHILD LABOR COMMITTEE

Mrs. Edward Keating, wife of U. S. Congressman Keating, is the chairman of the Child Labor Committee.

MARRIAGE SANCTITY COMMITTEE

Mrs. Lucy Harrington, chairman of the Marriage Sanctity Committee, has just introduced and carried a resolution in the Colorado State Congress of Mothers urging the National Congress of Mothers to get a combined action of all the state congresses to petition the United States Congress to pass uniform marriage and divorce laws. Mrs. Harrington is particularly well fitted to fill this office as she has been city recorder for many years.

CITY GARDENING

Our parent-teacher associations of Denver had 5,000 children's gardens last summer. Seven prizes were taken by them for produce exhibited at the National Soils Products Exposition.

Last June there were three children's carnivals and baby parades in Colorado under the auspices of the congress. All manner of vehicles which children could ride in, drive or pull were decorated, making a beautiful spectacle.

The districts through their councils and boards of directors are performing wonders in civic and community uplift. They have had community meetings with an attendance of from two hundred to eight hundred. They are improving conditions of moving picture places. Inducing managers to have children's days devoted to educational and instructive films.

Have secured much better regulation of the dance halls and pool rooms, suppressed gambling devices. Induced the city to place "drive slow" signs near schools and enforce their requirements. Have organized boys' clubs and girls' circles under the direction of leaders who report to the social extension chairman. Have observed clean-up week. Have school garden committees beginning active work all over the state. Conducted reading courses for mothers under the direction of the National Bureau of Education. Established the first Friday in May as Teachers' Day, on which to extend special courtesies to teachers. Organized classes in physical education for women with instruction particularly adapted to women of middle age. Investigating the physical education of high school girls and are urging the establishment of gymnasiums and employment of efficient directors.

Investigated sanitary conditions of schools and recommended the establishing of more open rooms and schools. Coöperated with women's club in holding baby week in March.

On March 31 a three days meeting of the county superintendents and institute workers of the state was held in Denver. A committee of the congress lunched with them and the state president talked on the educational value of parent-teacher associations and how to organize them. A general discussion followed and warm expressions of commendation were made. One prominent educator said: "I believe the organization of parent-teacher associations is the most valuable educational movement of the present day."

Colorado may not be getting a peaceful reputation but we must remember that she is the "melting pot" for all sorts and con-

ditions of people who are studying and working out their own problems.

COÖPERATE WITH RURAL COMMITTEE OF COLORADO TEACHERS' ASSOCIATION

We were asked to coöperate with the rural committee of the Colorado State Teachers Association, and are now ready to work hand in hand with them for the betterment of rural districts—to assist in bringing together the country people and to promote the community spirit—to advocate social centers in the school—to help them in every way to help themselves and to give the rural child the same educational advantages as his city neighbor.

LOAN FUND DEPARTMENT

This department is working with a committee of the Council of the Colorado teachers Association to establish a fund to loan to boys for educational purposes. We expect to help many worthy boys through school who under stress of circumstances might be obliged to leave before finishing their course.

The splendid and far-reaching publicity we are having through our quarterly bulletin and two of the largest daily papers in the state, the *Rocky Mountain News*, and the *Pueblo Chieftain*, which give nearly a page to reports of our work in their Sunday editions, is doing wonders for our extension. We also have space in the *School Journal* issued by the Colorado Teachers' Association, and a journal called *The Colorado Manufacturer and Consumer*. All of this publicity, prepared by our own members, Mrs. A. G. Fish, Mrs. H. A. Winter, of Denver, and Mrs. R. W. Jay of Pueblo, is acquainting the people with our aims and purposes and gaining us many friends and supporters. The local papers all over the state are giving publicity to our meetings. Mrs. Fish, by her own efforts has secured \$929 for the *Bulletin*, through advertisements.

We have never made a membership campaign, but are planning to do so next year, under the leadership of a new chairman, Mrs. Harry Wood.

CONNECTICUT

Report of Mrs. Wilfred H. Dresser, President

The Connecticut Congress is composed of 47 clubs, actively engaged in child-welfare work. Of these, 22 are mothers' circles, 14 parent-teacher associations, 8 child-welfare circles and 2 women's clubs. Since last reporting, 14 circles have been added to this list. Every county has its club, but the

work has been centralized, and needs extension into the eastern part of the state. The realization of this came with the making of the map, which I was requested to bring with me, and I have here for the inspection of any who care to see it.

Our smaller circles in the rural districts are doing the finest work—according to the need of their community. Many of these circles number only 35 or 40 women. The larger circles are of course in the larger cities, New Haven having a circle of 300 members and Hartford boasting 529. These are very active. The layette work done by the Motherhood Club of Hartford gave last year 28 of these tiny outfits to unfortunate mothers; as each layette means an outlay of \$5.13—besides the stitches set by the members—it represents a splendid bit of motherhood charity.

During Baby Week, these layettes were placed at the different centers of our city. At a fair last winter over \$2,000 was added to the fund for the much needed clubhouse. It was presided over at all times by one of our state officers, and showed to those who attended the fair the scope of the mothers' work in Connecticut. On this table I placed all the national and state literature I could get, the *CHILD-WELFARE MAGAZINE* and a set of "Parents and Their Problems." Much interest was shown, and I feel it to have been a good bit of publicity work. This same club has brought to our city the past year such speakers as Maude Bellington Booth, Dr. Richard Burton, ex-President Taft, Earl Barnes, Mary E. Woolley, president of Holyoke, and Lyman Abbott.

In educational work all clubs have assumed many obligations, paying for teachers in special lines, and prizes for special work done. In their reports I find that their achievements cover the needs of the schools from the furnishing of gloves and shoes for the poor to equipping the gymnasium—and even rebuilding a school house. The books and pictures given, the apparatus for playground and school room, the encouragement to both scholars and teachers, would fill a book.

My committees have worked splendidly and well. Uphill work in places, but we are climbing the hill of achievement—the desired goal ever just before us.

Besides the Year Book of the Congress, our Committee on General Welfare has published a book of unique and splendid value to our mothers, so helping to extend our work.

Lenten discussion programs have been introduced in several circles and churches in both New Haven and Hartford by one of our members, whose outline of this work is especially fine and good. One life member.

ship has been added to our state list, and our per capita list up to the sending of our treasurer's report was 1,680, representing 28 circles and 8 affiliated clubs.

Child-Welfare Day was bulletined, and I was myself present at the taking of two offerings for that day. Connecticut is loyally and sturdily trying to do her part in the work of the national congress, and is loving her work.

The Connecticut Congress of Mothers has a great service to render. It has a definite field to serve. It has a shining ideal towards which to aspire. Its service is the characteristic service of motherhood and of womanhood—the service of watch and care, the service of sacrifice and of love. To discover dangers even afar off, to challenge attacks, to bear burdens, to devise plans, to provide means for the strengthening and enriching of life—these are the tasks of motherhood. The children of a million people living together in the complex life of our old commonwealth—these constitute the definite fields of this service. To develop a common life that shall make strong its future by making blessed its present, that shall prize life for its opportunities, for its near prospects, and for its far horizons, to give to the coming time a people whose law is justice, whose will is benevolence, whose heart is pure. This is the high ideal which calls those who labor for child-welfare. May their numbers increase, may wisdom be their counsellor, and the joy of the Lord be their strength.

DELAWARE

Report of Mrs. G. H. Harrington, President

Every county in the state has been organized. Two State Conferences have been held. One of them at Delaware College Summer School, July 28, 1915. The other, our annual state convention, was held in Harrington, February 25, 1916. Child-Welfare Day was observed in some places. Baby saving has been promoted in some places. Ten dollars has been contributed for endowment fund.

We have just started a campaign to draw every association in Delaware into the state and national organization. This is our great problem at present. Can you help us solve it? There at least fifty active Parent-Teacher Associations mostly in the rural districts.

We have been greatly encouraged and assisted by the increased interest and help of Dr. Wagner, State Commissioner of Education and his assistants, the three county superintendents of schools.

With their assistance many new parent-teacher associations that have not yet joined

the State Congress have been formed that do not belong to the state organization. March 30, our corresponding secretary sent out 50 letters, one to each local president, inviting and urging them to come into the state organization and requesting them to take it up at their next meeting, April 1. She received a very cordial reply from one organization saying their treasurer had been instructed to send dues for 40 paid up members to state treasurer.

We are having certificates of membership printed that can be framed and hung in the schoolroom. One will be presented to each association that belongs to the state organization. We are also arranging to publish a year book for 1916.

GEORGIA

Report of Mrs. John W. Rowlett, State President

Georgia has 107 parent-teacher associations. Forty-six of these are paying dues to the state and national congress of mothers. Eight are paying only partial dues, while the remainder pay no dues at all, but we are sure during the coming year that all of these will become members in good standing, with full membership dues.

We have one mother's circle in the First Baptist Church of Atlanta. I find that where the matter is properly presented to the organizations after they are organized, they readily become a part of the great whole.

We are operating 18 different departments in conformity with the national work.

During the past year I wrote nine hundred and seventy-eight letters and twenty postal cards and made 63 visits to parent-teacher associations; however only three of these visits were out of the city, and I hope to be able to report 63 visits, all out of the city next time.

Out of the 12 districts in the state, seven are organized and one very successful district meeting held in the fifth district.

\$139.67 was spent from the treasurer's fund for carrying on the work, while the chairman of extension expended \$1,050 in the field subscription. Our chairman on home economics spent seven months among the rural schools, doing a great and helpful work in organizing and we hope to follow this up and bring all these organized into full membership.

In connection with the federation of clubs, we aided in the observance of "Baby Saving Week" all over the state.

Child-welfare day was also observed in ten schools of which I received reports and the sum of \$7.50 contributed by Brunswick.

We met the committee (judiciary) and were privileged to present the Mother's Pension

Bill to the Legislature, and hope to push this wedge that we have entered for the honor of old Georgia.

Last summer, 1915, we furnished pure, good milk to ten little babies, the money being a contribution of a big-hearted woman, feeling that this was a great need in our city of Atlanta.

The free milk station will be opened in several of the cities this summer by the Mothers' Congress.

We are trying to operate a "free dental dispensary" in the cities where possible; plans are already on foot to this end.

Total amount expended in the interest of the work in Georgia for the year ending March 17, 1916, \$1,135.

IDAHO

BOISE

The Park Circle is conducting a Home Garden Contest under the direction of Principal Davis and some members of the Parent-Teacher Association. Merchants of Boise contributed money for the prizes, which range from one to five dollars, and are graded on a basis of 25 per cent. for selection and variety, 25 per cent. for care and condition and 50 per cent. on neatness of the premises.

Badges as souvenirs will be given to all who grade over 75 per cent. Special prizes are given to boy or girl under ten whose gardens show greatest improvement during the summer.

The Washington School Mothers' Circle arranged a "Peace Float" and entered it in the Fourth of July parade and secured a \$50 prize, the cost being only \$4.50, the lumber and work having been donated by members of the Circle. The bell at top had the inscription "God give us Peace." Four white doves were ahead leading out. Thirty little girls dressed in white with red caps on which was the word "Peace." Nine boys walking on each side, dressed to represent nations of the world, carrying streamers attached to a bell, which they rang. Inscription on back—"The schools are the melting pot of the world."

The automobile was draped in flags with Washington school on sides.

New Plymouth Parent-Teacher Association counts 74 members and enters its third year with added strength and interest. It has held 9 meetings during the year in the high school auditorium. The Domestic Science Class prepared and served the refreshments. The meetings have been largely educational with live discussions.

The Parent-Teacher Association held a school fair and a baby contest. It presented a picture of St. Gauden's statue of Lincoln to the school and it was framed by the manual

training department. A reading and rest room are planned for next year.

Sand Point Parent-Teacher Association averages an attendance of 50 mothers, who show keen interest. Three prizes were given to the boys in the manual training department of the high school for their work and to the girls for sewing.

Government seeds sent by Senator Borah for school gardening were distributed among the schools of the district, the pupils entered in the contest and put to work and later in the season a prize will be given by the association to the school making the best exhibit from the soil.

Some of the topics discussed at the regular meetings were:

(1) The Care of the Teeth; (2) Home Study for School Children; (3) Medical Inspection in the Schools; (4) Hot Lunches at School; (5) Thrift and Savings for Children; (6) Music in the Schools; (7) The Use of School Buildings for Community Gatherings—Tried out in Several Schools and Found to be Very Successful.

A reception was given the teachers at the opening of the year.

GREEN MEADOW

Green Meadow Circle keeps open all summer. Though busy housewives on ranches, they meet the first and third Thursdays in the month. The last meeting at the home of President Mrs. F. J. Euen was attended by fifteen members. Mrs. John Pierce talked on rural credits. Mrs. McClurg of Eagle, who as state secretary, travels much over the field, was present and talked of the work as she saw it. The circle has distributed seeds to the children for a melon contest, and will award a prize for the finest cantaloupe grown. The circle also proposes to furnish lunches for the Idaho soldiers.

HAWTHORNE ITEMS

Hawthorne Circle children are now selling flags for the hospital fund for the Idaho boys.

WHITNEY

The Mothers' Club at Whitney is another all-summer toiler.

MERIDIAN

Meridian Parent-Teacher Association, under the able direction of its president, Mrs. H. F. Neal, has the recognition and coöperation of the entire school faculty as well as that of the Booster club.

Regular meetings are held monthly in the afternoon or evening according to the nature of the meeting, attendance in the afternoon

averaging 35, evening attendance, 150 to 175 persons.

The circle has furnished a rest room in the high school and secured enforcement of the law against cigarette smoking. They also secured with the coöperation of the Booster club, the movable school and the farmers' institute—both enterprises contributing largely to the practical education and social life of the community.

One of the pleasant and instructive events of the year was the April meeting at which the teachers entertained the mothers' association with the students at the high school with a musical and dramatic program and Superintendent Gould with the aid of the stereopticon demonstrated the improvements of the past two years in the high-school study course.

HARRISON

L. E. Bear, superintendent of public schools at Harrison, pays high tribute to the character of the work of their parent-teacher association. Their circle, organized in October, 1915, with Mrs. A. Kimmel as president, who is also a member of the school board, is now federated with the state congress with 33 paid-up members.

This club imbued from the start with the necessity for medical inspection in the schools, made this proposition its chief work, which it carried to a successful issue, giving special attention to defective cases. For such cases, two child specialists from Portland were secured for public lectures during the winter months. In addition papers were prepared and discussed on a variety of topics, including play, habit, thrift, punishment, etc., all work of a high order, "and personally," writes Superintendent Bear, "I am convinced their work has been an important factor in the success of our school year."

PLEASANT VIEW

Pleasant View Circle meets once a month at homes of members, with an occasional social or community center meeting at the school building. At one of these Governor Alexander spoke on "Patriotism," and at another the parents discussed the training of children as to the value of money. At the home meetings helpful subjects also are discussed, and during the summer months the ladies sewed for the hostess. A penny collection was taken for buying flowers for the sick.

At the beginning of the school term the members surprised the children with a melon feast: Later, each room was given a picture to be hung on the wall. At present the ladies are crocheting a bedspread, the pro-

ceeds from the sale of which will be used toward purchasing a library for the school. Over \$30 has been raised during the year.

Their motto is to live more for others and less for self; for life is short and time too precious to do aught but good.

COLLISTER

The Collister Parent-Teachers' Association has increased to 54 members, both fathers and mothers, all affiliated with the state and national congress of mothers.

They have installed a kitchenette in the basement of the school building, where hot lunches are served the school children on cold and stormy days. They have also put seats in the basement for 50 people. They paid all expenses connected with the movable school and served lunch to the instructors and patrons.

They raised \$68 in the seven months. The circle is now offering a prize to a pupil in each of the eight grades who shows the greatest improvement in penmanship during this term of school.

STAR

The Star Parent-Teacher Association has a membership of 55, and meets at the school building, the second Friday of each month.

The interest, attendance and harmonious coöperation of the parents and teachers has been unusually good. Nearly all of the meetings were addressed by out-of-town educators.

The association raised \$40 for prizes and assisted in conducting the fourth annual school fair, at which over 100 pupils entered from one to five exhibits. The association paid \$60 on the new school piano, which is now a great help to the programs, and paid \$10 balance on electric stoves for heating the greenhouse.

The circle gave potted plants to all sick members and cut flowers to bereaved members, and assisted some needy families in the community. The membership is divided into three sections for serving refreshments, each section having served once, and all members will help at the community center meeting in May. There seemed to be no decrease in attendance at the meetings when refreshments were not served, though an effort was made to make the programs especially interesting to bring out members and visitors at these times.

At a two-day session of the movable school, all pupils above the fourth grade attended in a body, and many parents attended also.

A Mother-Daughters' Canning Club, of 40 members, was organized under the direction of Mr. Potter and Miss Wilson. Also first,

second and third year sewing clubs were organized and provided with advisors from the circle. Our motto is: Helpfulness, protection and advancement. Mrs. Agnes Dedwith, president.

ILLINOIS

Report of Mrs. B. F. Langworthy, President

Illinois has at present in membership 211 parent-teacher associations, 1 mothers' circles, 8 church parents' clubs, 32 women's clubs or departments thereof, 9,093 paid-up per capita members, 1,685 increase over last year, 5 life members, 40 new associations organized, one county organized, the trifling number of 101 to be organized, 6 conferences held, 6 council meetings.

Extension methods: used writing 250 letters to farm club women with personal requests. The organization of councils with stipulation that all clubs must be in membership. Conferences in various parts of the state, after which several new clubs have always joined. Delegates' reports at all conferences, which honor induces membership.

The plan, worked out in many clubs of having a banner or picture to be given each month to the school room showing the largest percentage of mothers present at a meeting. Extension pamphlet. The year has been a very busy one with only one drawback, that it has been all too short to accommodate the work that we have wanted to do. By the calendar it has possessed one extra day, but by our opportunities and desires for service it has lacked at least three months.

ENCOURAGING SIGNS

Constant requests from school officers to come and organize parent-teacher associations, requests for literature, increasing numbers of personal letters asking for advice and help, a larger organization through the state, suggestions for closer coöperation, larger use of the CHILD-WELFARE MAGAZINE, round robin letters from state presidents, telling of new methods used.

The Illinois Branch of the Congress has held five conferences in the past year, three in Chicago, one in Springfield and one in Lockport. These conferences are held at the request of any community who wants the inspiration and help of such a gathering, with the counsel and encouragement of the state officers. We pay all expenses of the conferences except entertainment of the delegates.

Our councils in Illinois are composed of the officers and delegates of a group of associations in a city or a county, as the case may be.

All of the associations in the council must be in affiliation with the state, whereupon the council automatically becomes affiliated with us with no further payment of dues but with full representation at conventions.

In the state teachers' association we have a permanent section at annual meetings, also at several of the district teachers' associations. In this way we have an opportunity of speaking to hundreds of educators, who thus become acquainted with and interested in our work. Mrs. Bright, who is our state organizer, as well as a national vice-president, had the satisfaction of speaking before a very large group of teachers, principals and county superintendents in April, after which Mr. Blair, superintendent of public instruction, said to the superintendents something like this: "I thought that we had provided for every kind of a credit for the teachers in work outside the schools but here is something that we have forgotten, something too fundamental and important to pass by. Please instruct your teachers that they will be given credit for each Parent-Teacher Association organized, and not only that, but instruct them that they are considered by the state board of instruction essential to the welfare of the schools." Illinois is justly proud of the fact that it was the first branch to establish the Parent-Teacher Section of the State Teachers' Association.

BABY SAVING

Four baby exhibits and contests, distribution of literature from home department and Crowell Publishing Co. Coöperation with Infant Welfare Society which grew out of Illinois Milk Commission. This establishes stations for instruction of mothers, free clinics, etc.

IOWA

Report of Mrs. A. O. Ruste, President

The Iowa Branch of the National Congress of Mothers was organized in 1900 at Des Moines. Until 1906 its membership was made up of mothers' clubs. At this time the mothers' clubs began to reorganize, with a view of bringing the home and the school together in the form of parent-teacher associations. At the present time there are but five so-called mothers' clubs.

Since 1909, when the Congress secured a department of the Iowa Teachers Association, the extension work of the Congress has been almost entirely along lines of parent-teacher work. During the past year the extension committee of four members, together with the vice-presidents and president, have divided the state into four districts,

which districts correspond to the four districts of the Iowa Teachers' Association. Each member of the extension committee is chairman of a district and has charge of the Parent-Teacher Round Table of the District Teachers Association. This round table has on its program a place for Congress work, including reports of the associations represented in the district.

This brings the work of the Congress to various parts of the state during the year, and as a result the demands and inquiries for organization and literature is rapidly increasing. The attitude of the school people as a whole is very favorable. The advantages of organization of parents and teachers no longer needs to be demonstrated in Iowa—except perhaps in the rural districts, but the advantages of affiliation and membership needs all the help we can get—both from the state and the national. Iowa must work out a more efficient plan by which these outlying parent-teachers' associations to the number of more than 100, may be brought into the congress.

Baby Saving and Child Hygiene. The baby saving and child hygiene work in Iowa received its first impetus in 1911, when the first child-welfare campaign suggested by the national, was conducted by our congress at the state fair. In connection with this campaign the Baby Health Contest Movement was born, which has popularized the observation and study of the child as never before. The contest idea became popular with every county fair, women's clubs and in county conferences on child welfare. The present follow-up plan has eliminated very largely the contest idea, and substitutes prizes for improvement. We are urging every parent-teachers' association to have a child hygiene committee, and we suggest that this committee coöperates in promoting baby health conferences. Desiring to extend this work into the rural districts, we are making this the attractive feature of the work of county associations.

In coöperation with other women's organizations doing some phase of child-welfare work, the Mothers' Congress will further the movement begun last year, in order that Iowa may secure one, an adequate birth registration law, and two, a child welfare research station at the state university.

County Organization. First practical demonstration of utilizing the county as a community unit for child welfare work was the organization of Floyd County in 1913. Since then five counties have organized, with a social worker for the county is the ultimate aim. In the organization of a county as a community unit, the following suggestions for community activity are given:

1. Child-Welfare surveys, with the coöperation of the state university. A survey affords an excellent beginning, as it reveals the actual conditions and suggests the first needs of a community.

2. Establishing health testing stations, provided with rest rooms and equipped for the examination of babies at regular intervals where talks can be given to mothers and where literature may be had.

3. The organization of mothers' circles, that is young mothers in study groups, having definite courses of study, and regular examinations of babies, noting gain and improvement. In one county these groups, called child improvement clubs, offer a prize at the end of the year to the baby showing the greatest gain.

4. The county association stands for a parent-teacher association to every school, and through these associations, school and visiting nurses.

The Congress in this work has the active coöperation of the state schools and the state board of health. Iowa Congress believes that the Iowa Central Committee on Child-Welfare, representing several women's organizations, will unify and standardize the efforts for child-welfare work in Iowa.

The following are sources of available literature for our mailing list: (1) National Congress of Mothers; (2) Home Division, Bureau of Education; (3) State Board of Health, Save the Baby; (4) Iowa State College—(a) Care of Children, (b) The Child, (c) Home Making Series; (5) Iowa University—(a) Child-Welfare Research, (b) Iowa Hand Book on Child-Welfare, (c) Child-Welfare Survey and Bibliography.

I would be glad, if there were time, to report the actual work done over the state, but I will urge the department chairmen who have not as yet submitted reports to do so—in order that the present very active work for child welfare in Iowa may be more fully presented to the National Congress in its reports and in the issues of the CHILD-WELFARE MAGAZINE.

Number of parent-teacher associations and membership.....	60
Mothers' circles in membership.....	5
Paid up per capita members.....	1,257
Number of associations organized in 1915 to 1916.....	30
Number of counties organized.....	5
Number of county conferences held....	12

MAINE

Report of Mrs. Delbert A. Adams, President

Having organized as a state branch so

recently, February 10, 1916, we can not make so detailed a report as the older branches.

We feel that the work is well in hand with a general and sustained interest all along the line.

Number of parent-teacher associations	
in membership.....	28
Number of mothers' clubs.....	1
Number of affiliated organizations.....	1
Paid-up per capita members.....	1,206
Sustaining members.....	4

Baby week was observed in a number of associations.

The meetings have been well attended and in every case the school officials have given their earnest support.

MASSACHUSETTS

Report of Mrs. Milton P. Higgins, President

Massachusetts has spent a busy year. The associations have done much active work. Great interest has been taken in the home and school gardens, establishing playgrounds with a supervisor during the summer months. In many places the associations have paid the salary of a teacher to instruct the girls in domestic science and home making and the boys in sloyd work and manual training. Several of the associations have secured new large school buildings or additions to the school building. Associations in rural districts have established the penny luncheons and in poor districts have provided milk for underfed children. They have furnished rest rooms for teachers and first-aid cabinets.

Massachusetts has 132 parent-teacher associations and 26 mothers' clubs. Eight organizations are affiliating with us while twenty are coöperating. We have 40 associate members who pay \$3.00 a year (one dollar going to state, \$1.00 to national and \$1.00 to magazine), 3 life members and one sustaining member. Since May 1, 1915, sixteen new associations have joined the state branch.

Thirteen of the fourteen counties are organized and a county conference has been held in Franklin County and a district conference in Essex County. Middlesex, Hampden and Hampshire counties plan to hold their county conference soon.

Massachusetts has adopted the system of having councillors. The councillors are members of our state executive board and each have a county under their care or where the counties are large they are divided into districts. Each month the secretary of the local association fills out a councillor blank

and sends it to the councillor of her association. In this way we are able to keep in close personal touch with each local association.

Great effort was made to have every association observe Child-Welfare Day and so far \$111.12 has been sent as an offering toward the Endowment Fund.

In the recent baby week our associations did much to make it a success. Massachusetts has 8,366 paid members.

NEW AND UNUSUAL THINGS ACCOMPLISHED

1. The close coöperation of all the New England States as follows: The organization of Maine into the "national congress," special work in Manchester, N. H., in connection with the mayor, superintendent of schools and philanthropists. Attendance and help in Vermont, Connecticut and Rhode Island state conventions; also the Massachusetts welcome in the Massachusetts State Convention.

2. Solving the relationship of the county farm bureau work to the National Congress of Mothers and Parent-Teacher Associations. (a) By opening the associations as avenues through which the county farm bureaus may more readily accomplish their work for the women and children; (b) by taking such an active interest in the work for women and children and that pertaining to home economics that the workers for the county farm bureaus are proving to be a great help to the congress and therefore the two work in harmony.

3. Our Child Hygiene Chairman, Mrs. S. H. Whitten, is gathering statistics from the parent-teacher associations and town clerks as to the number of deaths of children under the ages of one year, two years, three years, four years and five years in their various localities. This is for the purpose of bringing greater pressure to bear on the places most needing help.

4. We have divided the state into districts and have made each member of the board a councillor of a special district. Each association reports monthly directly to the councillor, who in turn sends in a condensed monthly account to the state president.

5. Our association in Leicester, Mass., have given out large placards to be tacked up in the stables and the kitchens for the extermination of flies and mosquitoes, also the association has sent posters far and wide throughout its town.

6. The best celebration of baby week held in Holyoke, May 8 to 13. Holyoke is the only city in the union that gives municipal support to baby saving during the whole year.

MISSISSIPPI

Report of Mrs. J. B. Lawrence, President

Associations in membership twenty-seven, with membership of six hundred. Donation to endowment fund \$5.00. Amount expended during year in extension work \$175.00.

To those states well organized the work accomplished may seem very small, but we feel that we have made progress during the year 1915 and 1916. We have been enabled to keep our work more before our educators, many of whom are in sympathy with the aims of the congress.

The state officers have extended the work as far as possible by visiting clubs and by sending out literature and letters.

Because of the thorough organization of the Mississippi Federation of Women's Clubs and the work they are accomplishing, we are prevented from working along many lines. Before the Congress was organized in Mississippi many parent-teacher associations and civic clubs joined the state federation and are doing a splendid work for which the Congress gets no credit.

We feel much encouraged over the passing, in the present legislature, of the juvenile court bill.

We have sent resolutions to the legislature asking for the consideration of bill providing a school for the mentally defective children.

We have also sent resolutions to the Mississippi Teachers Association asking that home credit system be used in connection with our public schools.

We are making our plans to begin county organization, and hope to greatly extend our work in that way during 1916 and 1917.

MISSOURI

Departments on moving pictures and anti-cigarettes have been formed with Mrs. A. H. Greef and Mrs. W. C. Polk, chairmen.

The school children of Springfield are caring for 464 window boxes this summer, which adds much to the beauty of the town. St. Louis has again extended help to mothers and babies during the hot weather through its park camp in which a large tent with eighty cots are in readiness for mothers and children under three years old. In Lafayette Park accommodations are also provided.

This splendid work is in charge of the local branch of National Congress of Mothers and Parent-Teacher Associations which furnishes car tickets to those who need them. Mrs. A. Siebert is chairman of the committee in charge and it is expected that other camps will be established in other parks, as these have filled a real need.

Mr. Howard Gass, State Superintendent of

Schools, Mrs. Orville Martin, President of Collegiate Alumnae, Colonel Frank M. Buffum and Mrs. Geo. Hoxie are active and valuable members of the advisory council.

The state has been districted for organization by the ten vice-presidents.

MONTANA

Report of Mrs. T. C. Brockway, President

The Montana Branch has been organized less than a year, and is still in a rather nebulous condition. Montana is a big state with great distances between towns. The only way possible to bridge these distances has been by correspondence wherever addresses could be secured.

There are parent-teacher associations in twenty or more places and child-welfare and mothers' circles in a few others.

The number of paid-up per capita members is 539.

Baby week was observed quite generally through the state, our congress members doing everything possible to advance child-welfare by this means. Practical subjects have been discussed and some good things achieved by many of the circles. At the state meeting in May it is earnestly hoped to very materially advance the business of organization and to receive from one another suggestion, inspiration and encouragement.

NEW JERSEY

Report of Mrs. Wellington Bechtel, President

Owing to the recent coöperation of the State Department of Education, the strength of the work has been placed upon organizing parent-teacher associations.

Associations in membership, 102; mothers' circles, 2; church circles, 2; affiliated organizations, 18; paid-up per capita members, 3,244; increase since last report ending at annual convention 1915, 582.

From November, 1915, to March, 1916, 6 new associations; from November, 1914, to 1915, 39 new clubs; county organizations, 12; county conferences, 12—a strong feature of the work.

Expenses for year 1914 to 1915—\$619.13, including national dues, \$162.23. It is not possible to give correct statement of personal expenses.

All officers of state and local circles, also county chairmen assist in organization. Nearly every association has a department of child hygiene, the state department of congress having in constant use a well-equipped child-welfare exhibit of charts and including baby pamphlets, translated at expense of congress, in five foreign languages.

A summer conference of the New Jersey Congress was held at Ocean City, July 17-19, in coöperation with the summer school for teachers.

Through the invitation of the department of education the joint conference was held and proved so well worth while we hope to continue the plan next summer.

Six hundred and fifty teachers attended the Congress. We have 35 new associations to report since January, 1916.

Mr. Zenos Scott, assistant Commissioner of Education, Dr. J. J. Savitz, Principal of Westfield Schools, Mr. T. D. Sensor, director of State Summer Schools, Mr. J. J. Unger, Cumberland County Superintendent of Schools, Mr. Lewis H. Carris, Assistant Commissioner of Industrial Education, Mr. A. B. Meredith, in charge of secondary education, were on the program. Mrs. Wellington Bechtel, state president, was the presiding officer. A reception was given to delegates at Hotel Normandie.

The teachers took advantage of the opportunity afforded to enlist the coöperation of parents showing where and how it would be valuable. The annual convention will be held in Upper Montclair, November 10-11. The subject of the program will be "The Spiritual Welfare of the Child."

NEW YORK

Report of President, Mrs. Henry O. Holland

It has been a year of pronounced growth in numbers, standards and in interest. Several sections of the state hitherto untouched have asked for organization. There has gradually developed a greater appreciation for the cause and a better understanding of our aims and purposes. There is a fine spirit of coöperation and fellowship and definite earnest work done in the individual clubs for their communities. The district conferences held in the spring in ten sections of our state have broadened the influence and deepened the interest. The state chairmen of standing committees are working intelligently and devotedly for results and they are getting them. New York State has been steadfast in its purpose from the day of its organization. It has now reached the place where its growth promises to be far more rapid than formerly. In two years the number of affiliated clubs has increased from fifty-one to one hundred and fifty. In the past year there have been fifty new clubs. There are fifty-six parent-teacher associations, seventy five mothers' clubs and circles, nine church clubs, and ten child study circles and child-welfare circles.

During the past year about thirty new

circles have been organized, some of which have not yet affiliated.

Our methods of extension are: (1) To get in touch with one or two interested mothers in a community; (2) to send some member of the state extension committee to help organize; (3) to build up the new organization by correspondence, literature and visits from the chairman of extension and state president.

The amount of money expended during the past year has been about six hundred dollars for extension work and literature for the most part.

Child-Welfare Day was heralded throughout the state and many affiliated clubs planned special programs and gave special offerings.

Baby-saving campaigns have been generally planned and the coöperation of the health departments have been procured in carrying them out in a constructive way.

The health departments in New York State are under efficient direction and are doing wonderfully aggressive work for the conservation of the children.

The encouragements have been manifold, the discouragements few, the one recognized obstacle that is fast being overcome is *indifference*. To understand the aim of our Congress means that, step by step, the members are won to full heart devotion to it.

In concluding, may I suggest that our National Congress prepare several new leaflets for general use in the state branches upon methods of work, program making, community work, also that up-to-date membership cards be printed for universal use in all organization.

OHIO

A happy event in the Ohio branch of the National Congress of Mothers and Parent-Teacher Associations is the birth of a son to the president, Mrs. J. A. Smith. There has been no baby in the home for sixteen years when her only child, a daughter, was born, and the longing for other children all these years has made little Allen Emerson most warmly welcome.

PENNSYLVANIA

Report of President, Mrs. E. Q. Fothergill

The Pennsylvania Congress of Mothers has been active along all the lines laid out by the National Congress, and has tried in every way to further the work that is laid out by the congress. The Erie Parent-Teacher Association have a library branch of the public library, which has a circulation of 10,000 books annually among the members.

The Coatesville Parent-Teacher Asso-

ciation has created much interest in that locality. They have secured the passage of a school loan for a new high school. They are studying the housing conditions. All parts of the state are actively engaged in establishing parent-teacher associations in the schools where there are none, and in trying to get the parent-teacher associations not affiliated with the congress to join.

The child-welfare circles in western Pennsylvania have done a great deal of work in the sections of the city of Pittsburgh, where our foreign children go to school. We have each month invited to the school the foreign mothers, and the child-welfare circle has prepared and served the refreshments. In a school where there is no parent-teacher association, at the suggestion of the president of the child-welfare circles, a novel plan to Pittsburgh was tried. We have night schools in which the foreign servant is taught English, and each month the circle gives them a social evening, at which time they may invite a friend. Sometimes it was a dance, sometimes just a social hour and a half. This proved a great stimulant in bringing the girls to the classes for instruction. We, in coöperation with the Oakland Woman's Club, raised money to put a playground, properly supervised, into the Oakland District. We have coöperated with the Bureau of Health of the city of Pittsburgh and will conduct for them an eight weeks' campaign in the city of Pittsburgh for the betterment of the child, having the city's exhibit of their child-welfare work, and the proper feeding and care of the infant exhibited in twelve different localities, feeling that we can reach a greater number of mothers and teach them the need of such instruction better than having a central exhibit.

We have the perfect coöperation of the school board, who are willing at all times to send us speakers, and give us any advice that we desire. We found that the schools were not living up to the requirements of the law in their fire protection, as many of the fire escapes of the schools were so covered with ice that it would be impossible for the children to escape by that means. Upon bringing it to the attention of the school board, all teachers in the city of Pittsburgh were instructed to look after their fire escapes.

We have supplied the linen, the absorbent cotton and the bandages and the Christmas dinner for the Zoar Home. This home takes care of unfortunate girls, the requirement being that they must stay with their babies three months after their birth. We felt that this requirement would give many children mothers, who otherwise would have neg-

lected them, therefore have given them our support.

We have been the means of bringing to the attention of the judges of western Pennsylvania the Carmen Sylvia Home, a baby farm which had no business to exist on account of its unsanitary conditions, with the result that this home will be closed. The city, associated charities and the state board of charities have for some time tried to put this home out of existence without success—due to political pull.

We have taken care of a sick woman by providing food and paying her rent, that she may keep her children with her until she is able to go back to some employment. We kept a visiting nurse all summer to look after the poor children. We have installed by paying for the equipment manual training in the schools, we have formed two parent-teacher associations. We have paid for the equipment of two kindergartens, and are working on the third. We dressed 300 dolls at Christmas time, which were given to the poor children of Pittsburgh. We have financially assisted the juvenile court. We have raised \$3,300 to establish a child's ward in a hospital that takes care of the poor of the city of Pittsburgh. We have gotten employment for the unemployed, and although this report cannot cover the many little things that have been done by each circle individually, it covers the main ground.

SOUTH DAKOTA

Report of President, Mrs. S. H. Scallin

South Dakota has done the very best she could in the nine months since she was visited by our able leaders, Mrs. Schoff and Mrs. Bright.

While the showing of circles and paid members is small, we sincerely believe much seed has been sown in good ground, that will yield encouraging returns before another annual meeting of this association.

As in all new organizations, we begin poor financially, and our advance must be correspondingly slow.

Though rich in interest for the welfare of our junior citizens, our workers are yet new to their business and somewhat timid about taking aggressive measures.

The pens have been busy, however, and Uncle Sam is a cheap messenger; so, taking him into active partnership, we have largely substituted the *written* for the spoken word in our endeavor to rouse the people of South Dakota to a realization of their *responsibility* for the well-being of our little people.

We therefore beg leave to report circles

organized nineteen, fourteen of which have already paid dues, covering a membership of five hundred and three.

All are *alive* and pushing the forward movement in their respective communities.

Several have reported baby week campaigns, either passed or planned for the near future.

Two are aiding school libraries, one was successful in having a curfew law enforced, four have been instrumental in securing victrolas for their school-buildings, one coöperated with the school board in instituting dress reform measures among high-school students, while all testify to increasing interest in the parent-teacher get-together movement, and to the consequent beneficial results to the children, from the good understanding which prevails.

Parents and teachers, we of South Dakota are awaking to the needs of our children, and are getting under the burden of responsibility for their welfare that should rest upon all true citizens.

Our members are very loyal to home interests and at this first annual meeting to which our representatives are eligible allow me to express our unqualified loyalty to the National Congress of Mothers and Parent-Teacher Associations, and to our national president, Mrs. Schoff, whose untiring helpfulness we deeply appreciate.

TEXAS

The chairman of our publicity department mailed you a report of the baby health conference, held under the auspices of the San Antonio Council of Mothers, together with an address by Dr. R. L. Gray, delivered during the conference. Inasmuch as the enclosure has a direct bearing upon the work of the San Antonio Council of Mothers, I am taking the liberty to send the same for publication in *CHILD-WELFARE MAGAZINE*.

San Antonio School Board—Medical Department

School.....	San Antonio, Texas.....	191...
Grade....., Room No.....	Age.....	
Name.....	Address.....	

LEFT	8	7	6	5	4	3	2	1		1	2	3	4	5	6	7	8	RIGHT
	8	7	6	5	4	3	2	1		1	2	3	4	5	6	7	8	

Does Child use Brush	Yes.....	No.....
Condition of Mouth	Good.....	Fair.....Bad....
Condition of Gums	Good.....	Fair.....Bad....
Condition of Temporary Teeth	Good.....	Fair.....Bad....
Family Dentist	Yes.....	No.....
Teeth Filled	Yes.....	No.....
Mal-Occlusion	Yes.....	No.....

The article may inspire other organizations towards a like effort.

DENTAL INSPECTION IN SAN ANTONIO PUBLIC SCHOOLS

Two years ago the subject of inspecting the mouths of the children of the city schools was brought to the attention of the school board, but obstacles of various kinds apparently seemed to allay the progress and good intentions of those sponsoring the cause; however, this did not discourage the courageous mothers in looking out for the betterment of the school children.

The mothers' clubs with the coöperation of the San Antonio Dental Society worked out plans in which each member of the school board was fully informed of the present and urgent need of school inspection and arranged means in which free clinics could be conducted, allowing children whose parents were unable to have the mouths of their little ones put in a normal condition, enabling them to become strong and robust in their development. Finally the consent of the school board was given with the understanding that the free clinic would be opened without cost to them, and that the examinations be made, in which they promised to furnish all materials such as antiseptic solutions, towels, etc.

The examinations were conducted by the San Antonio Dental Society, each member devoting certain days each week to this work. There are twenty-seven schools accommodating eleven thousand children, all of which were examined, records made of every abnormal condition. The percentages show in the final report that the white children have more defective mouths than either the colored or Mexican children. No doubt this can be accounted for in a more simple way of living, plainer diet, etc. The examinations were made similar to those in eastern and northern cities. The form used was copied after the Cincinnati, Ohio, examining blank, and is as follows:

Remarks.....

 Disposal of Case.....

 * Examined by Dr..... 10.....

Report of Dental Inspection in San Antonio Public Schools

WHITE				COLORED		
Using Brush Yes 4225 No. 5872				Not reported.		
Mouth.....	Good 2126	Fair 6539	Bad 1432	Good 210	Fair 465	Bad 80
Gums.....	Good 2404	Fair 6187	Bad 1506	Good 233	Fair 451	Bad 81
Temporary Teeth.....	Good 1605	Fair 4800	Bad 2882	Good 103	Fair 367	Bad 108
Family dentis	Yes 2 28	No 7169		Yes 15	No 840	
Teeth filled	Yes 1454	No 8643		Yes 19	No 836	
Mal-Occlusion.....	Yes 4193	No 5902		Yes 317	No 538	
Number decayed teeth.....	17399			819		
Mouth infection.....	1506			81		
Defective mouths.....	9556 (94.65%)			803 (93.6%)		
Perfect mouths.....	541 (5.35%)			52 (6.4%)		
Total number examined.....	10097			855		

The San Antonio Council of Mothers conducted one of the best Better Babies' Health Conferences ever held in the state, in the great parish house of St. Mark's Church, near Travis Park. Under the able leadership of Mrs. George B. Peyton, of San Antonio, president of the Council of Mothers, between 700 and 800 babies were examined. Every half hour during the five days of the conference, ten babies were turned out, physically and mentally tested. The council had the assistance of the health conservation department of the state university; the Bexar County Medical Association; the San Antonio Dental Association; the City Board of Health; the Graduate Nurses Association; the nurses from Physicians and Surgeons' Hospital; Lee Surgical Hospital; Santa Rosa Infirmary and the Public Health Nurses' Association.

Practical talks and addresses were made at certain hours during the conference. The topics embraced various phases of child-life, human conservation, public health nursing and its relation to child-welfare; educational addresses on the birth and training of children; training for homemaking.

* No dentist signed his own name, but used the number given him by the San Antonio Dental Association. Every precaution was taken to avoid unethical procedure on the part of the dentists giving their service; dentists' names were not mentioned in newspapers.

PURPOSE OF THE CONFERENCE

One of the speakers said: The conference is not to find a perfect baby. A 100 per cent. baby is simply a matter of academic record, and not more than five perfect babies have been found in Texas. The value of the conference to the individual mother is measured by whether or not she makes its findings a basis of action for the care of her child either by consulting her family physician or by using the truths revealed as a guide to maintain baby's health.

That San Antonio babies are taller than babies of the northern states is due to the growth of northern infants being arrested in winter and they broaden out. The climate being warmer in Texas children grow rapidly, like stalks of corn, in the heat. The period of rest in the northern baby is probably considered better than continuous growth which obtains in a warmer climate.

The score card used is one prepared by the extension department of the University for Texas babies. The first better baby health conference held in Texas disclosed the fact that Texas babies averaged above the height

given as the standard by the score card of the American Medical Association.

EXAMINING THE BABIES

The babies are first examined in an outer room for contagious diseases, before being admitted to the inner rooms. They are then registered and their history and manner of living recorded. Then follows the developmental tests which include "attention, facial expression, disposition, quickness of hearing." The eye, ear, nose and throat examination comes next; then oral and dental, physical; measurements. The age limit is three years.

Many kinds of mothers were eagerly anxious: the very intelligent mother; the rich mother with her maid and auto; the well-to-do mother, the over-worked mother, tired but striving for the light, the mother in simple attire; but all were gratefully concerned in the wonderful beneficial workings of the conference.

As a special concession applicants from towns as far distant as 150 miles were given the privilege of bringing their babies.

Mothers were supplied with bulletins, which included infant feeding; food for growing children; pure milk and how to get it; why register births and report cases of sickness.

A BETTER BABIES ALUMNI

Because of the tremendous interest shown, plans are already being discussed for even a greater Better Babies Health Conference in May of next year. The plan is to hold a better babies alumni, urging mothers to bring these same babies to ascertain what improvement has been made since the directions were given.

WASHINGTON

SEATTLE

The Cascade School Garden of Seattle is 120 feet on Thomas Street and 360 feet on Pontius Ave. The Pontius Avenue side is about 8 feet above street level, and the bank is covered with nasturtiums, in a solid mass of bloom. Dahlias are planted along the edge, on the Thomas Street side, candytuft and mignonette form the border. Each school room has a plot, the children choosing what they wished to plant. There is a large nursery plot, and an experimental plot, consisting of rye, wheat, oats, timothy, alfalfa, millet, clover, alsyke, flax, and South American potatoes. There are general plots consisting of peas, beans, lettuce, beets, tomatoes, corn, onions, cabbage, etc., with a generous plot of potatoes.

All our old fragrant friends of the flower

world are represented, the garden is unusually thrifty and not a weed dare show its head, the garden shows the most intelligent care, and should be seen to be appreciated. During the writer's visit to it a small boy came to one of the mothers on duty, saying: "There is some dirt in the alley; may I clean it?" (Nothing unclean must come near that wonderful garden.) During the last days of school Professor Fagan (principal) asked for volunteers to work during school vacation. He got more than he could use; two mothers with a number of children work in the garden from nine to eleven on Mondays, Wednesdays and Fridays, mothers and children alternating. Flowers not sold or needed in the neighborhood are taken to the hospitals. This school is in a transient and largely non-English-speaking neighborhood, and the garden is certainly the right thing in the right place. Proceeds go to the lunch room and child-welfare work.

WISCONSIN

Report of Mrs. Edward Hammett, State President

The Wisconsin Branch of the National Congress of Mothers and Parent-Teacher Associations is pleased to report a very marked growth during the past year. Fourteen new associations have become members and increased interest has been shown by former members, officers and the members of the board of managers.

The financial standing of the organization has been much improved by gifts and the additional dues. An organization fund of \$50 was secured through the National Congress.

The Wisconsin Branch now has a section in the program of the Annual State Teachers Convention. The section is under the direction of the chairman of the Parent-Teacher Association Committee, Mrs. G. N. Tremper, of Kenosha.

The Wisconsin Branch now has 29 parent-teacher associations and 2 mothers' circles in membership, representing 1,158 members, paying the per capita dues. This is an increase of 320 members during the past year. There are also 26 associate members.

Ten circles were organized during the past year, but not all through direct effort on the part of the state organization.

About \$200 was expended during the year.

Our extension work has been carried on by personal correspondence and distribution of literature by the several officers; by contact with the teachers and principals at the state teachers' convention, and by visits to several cities by the officers and members of the